Australian Government

FWP Forest and Wood Products Training Package

Release: 4.0

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Imprint Oct 24

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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

FWP10116 Certificate I in Forest and Forest Products

Modification History

Release	Comments
Release 1	This qualification first released with FWP Forest and Wood Products Training Package Release 2.0. It is equivalent to FPI10111 Certificate I in Forest and Forest Products (Release 3)

Qualification Description

This qualification is designed for job roles in the forest and forest products industry.

Job roles

This qualification has two employment pathways for operational environments in the forest and forest products industry.

- Arboriculture Worker
- Forestry Worker

Licensing, legislative, regulatory, or certification requirements may apply to units in this qualification in some states & territories at the time of publication and may differ according to jurisdiction.

Some imported units in the elective bank may be subject to licensing, legislative, regulatory, or certification requirements. These units must be implemented in line with the licensing requirements outlined in the unit's parent Training Package.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To be awarded the FWP10116 Certificate I in Forest and Forest Products, competency must be achieved in **seven (7)** units of competency.

- **five (5)** core units plus
- **two (2)** units from the elective group, the total of which can include one elective unit from this or any endorsed Training Package or State/Territory accredited course recommended for packaging at Certificate I or II level.

Elective units must be relevant to work undertaken in the forest and forest products sector of the industry.

CORE UNITS

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- FWPCOR2201 Work effectively in the forest and forest products industry
- FWPCOR2202 Communicate and interact effectively in the workplace
- FWPCOR2203 Follow environmental care procedures
- FWPCOR2205 Follow WHS policies and procedures
- FWPCOR2207 Maintain quality and product care

ELECTIVE UNITS

- AHCILM201A Maintain cultural places
- BSBINM201 Process and maintain workplace information
- BSBWOR204 Use business technology
- FWPFGM2201 Collect seed
- FWPFGM2214 Maintain visitor sites
- PUATEA001B Work in a team

Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWP10116 Certificate I in Forest and Forest Products	FPI10111 Certificate I in Forest and Forest Products (Release 3)	Updated to meet Standards for Training Packages	Equivalent qualification

Links

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

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FWP20116 Certificate II in Forest Growing and Management

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Release 2.0.

Qualification Description

This qualification has seven employment pathways for typical operational environments of forest growing and management. These are:

- Arboriculture Worker
- Farm Forestry Worker
- Forestry Worker
- Nursery Worker
- Plantation Establishment Worker
- Plantation Forest Officer
- Silviculturalist

Licensing, legislative, regulatory, or certification requirements may apply to units in this qualification in some states & territories at the time of publication and may differ according to jurisdiction.

Some imported units in the elective bank may be subject to licensing, legislative, regulatory, or certification requirements. These units must be implemented in line with the licensing requirements outlined in the unit's parent Training Package.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To be awarded the FWP20116 Certificate II in Forest Growing and Management, competency must be achieved in **thirteen (13)** units of competency.

six (6) core units of competency

seven (7) units of competency from the elective group, consisting of:

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- 3 units from Group A
- 4 units from Group A and/or Group B, the total of which can include up to 2 units recommended for packaging at Certificate I, II or III level from this or any other endorsed Training Package or state/territory accredited course.

Elective units must be relevant to work undertaken in the forest growing and management sector of the industry.

Field	Unit Code	Unit Title
Core	FWPCOR2201	Work effectively in the forest and forest products industry
	FWPCOR2202	Communicate and interact effectively in the workplace
	FWPCOR2203	Follow environmental care procedures
	FWPCOR2204	Follow fire prevention procedures
	FWPCOR2205	Follow WHS policies and procedures
	HLTAID003	Provide first aid
GROUP A ELECTIVE UNITS		
Field	**Unit Code**	**Unit Title**
Fire Control	AHCFIR201	Assist with prescribed burning
	AHCWRK201	Observe and report on weather
	FWPFGM2211	Detect fires
	PUAEQU001B	Prepare, maintain and test response equipment
		Prerequisite PUAFIR215 Prevent injury
	PUAFIR204B	Respond to wildfire
		Prerequisite

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		PUAFIR215 Prevent injury
	PUAFIR209B	Work safely around aircraft
	PUALAW001B	Protect and preserve incident scene
	PUAOPE013A	Operate communications systems and equipment
	PUATEA001B	Work in a team
Site Establishment and Maintenance	AHCILM201	Maintain cultural places
	AHCINF202	Install, maintain and repair farm fencing
	AHCINF203	Maintain properties and structures
	AHCIRG331	Install pressurised irrigation systems
	AHCIRG333	Maintain pressurised irrigation systems
	AHCPMG201	Treat weeds
	AHCSAW201	Conduct erosion and sediment control activities
	FWPFGM2207	Undertake brushcutting operations
	FWPFGM2210	Implement animal pest control procedures
	FWPFGM2214	Maintain visitor sites
	LGAWORK212A	Perform field support duties in a roadwork environment
Breeding and Propagation	AHCNSY201	Pot up plants
	AHCNSY203	Undertake propagation activities
	FWPFGM2201	Collect seed
	FWPFGM2202	Prepare seedbed
	FWPFGM2209	Cut, sort and set cuttings

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	FWPFGM2212	Graft cuttings
	FWPFGM2213	Process seed
Tree Growing and Maintenance	AHCARB312	Use standard climbing techniques to access trees
	AHCARB206	Operate and maintain stump grinding machines
	AHCPMG202	Treat plant pests, diseases and disorders
	AHCNSY202	Care for nursery plants
	FWPCOT2236	Fall trees manually (basic)
	FWPCOR2207	Maintain quality and product care
	FWPCOT2220	Select trees for tending operations
	FWPCOT2239	Trim and cut felled trees
	FWPFGM2203	Plant trees by hand
	FWPFGM2204	Plant trees mechanically
	FWPFGM2205	Prune trees
	FWPFGM2206	Collect data or samples for assessment
Grading and Testing	FWPFGM2215	Measure trees

GROUP B ELECTIVE UNITS

Field	**Unit Code**	**Unit Title**
Warehousing and Distribution	AHCNSY302	Receive and dispatch nursery products
	FWPCOT2228	Store materials

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Machinery and Equipment	TLID3033	Operate a vehicle-mounted loading crane
	FWPCOT2237	Maintain chainsaws
	FWPCOT3259	Operate a four-wheel drive on unsealed roads
	TLIC2002	Drive light rigid vehicle
	TLIC3003	Drive medium rigid vehicle
Load Handling	AHCCHM304	Transport and store chemicals
	TLID2004	Load and unload goods/cargo
	TLID2010	Operate a forklift
	TLID2012	Operate specialised load shifting equipment
	TLILIC2001	Licence to operate a forklift truck
Safety and Quality Processes	AHCCHM201	Apply chemicals under supervision
	AHCWRK203	Operate in isolated and remote situations
	FWPCOT2233	Navigate in forest areas
	RIIWHS205D	Control traffic with stop-slow bat
	FWPCOT3263	Maintain and contribute to energy efficiency
Administration and Business	BSBINM201	Process and maintain workplace information
	BSBITU201	Produce simple word processed documents
	BSBWOR204	Use business technology

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Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWP20116 Certificate II in Forest Growing and Management Release 2	FWP20116 Certificate II in Forest Growing and Management Release 1	Updated to include revised units and superseded and deleted imported units	Equivalent qualification

Links

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

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FWP20216 Certificate II in Harvesting and Haulage

Modification History

Release	**Comments**
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Release 2.0.

Qualification Description

This qualification is designed for job roles in the forest growing and management sector of the forest and forest products industry.

This qualification has seven employment pathways for typical operational environments of forest growing and management. These are:

- Arboriculture Worker
- Farm Forestry Worker
- Forestry Worker
- Nursery Worker
- Plantation Establishment Worker
- Plantation Forest Officer
- Silviculturalist

Some imported units in the elective bank may be subject to licensing, legislative, regulatory, or certification requirements. These units must be implemented in line with the licensing requirements outlined in the unit's parent Training Package.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 13 units of competency:

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- 7 core units plus
- 6 elective units.

Elective units must ensure the integrity of the qualification's Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- 2 from Group A electives listed below
- 4 from Group A and/or Group B electives listed below, the total of which can include up to 2 units recommended for packaging at Certificate I, II or III level from this or any other endorsed Training Package or state/territory accredited course.

Core Units

Unit code	Unit title
FWPCOR2201	Work effectively in the forest and forest products industry
FWPCOR2202	Communicate and interact effectively in the workplace
FWPCOR2203	Follow environmental care procedures
FWPCOR2204	Follow fire prevention procedures
FWPCOR2205	Follow WHS policies and procedures
FWPCOR2207	Maintain quality and product care
HLTAID003	Provide first aid

Elective Units

Group A

An asterisk (*) next to the unit code indicates that there are prerequisite requirements which must be met when packaging the qualification. Please refer to the Prerequisite requirements table for details.

Field	Unit code	Unit title
Fire Control	AHCWRK201	Observe and report on weather
	PUAEQU001B*	Prepare, maintain and test response equipment

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Field	Unit code	Unit title
	PUAFIR215	Prevent injury
	PUAFIR204B*	Respond to wildfire
	PUALAW001B	Protect and preserve incident scene
	PUAOPE013A	Operate communications systems and equipment
	PUATEA001B	Work in a team
Harvesting Operations	AHCARB312	Use standard climbing techniques to access trees
	AHCARB206	Operate and maintain stump grinding machines
	FWPCOT2220	Select trees for tending operations
	FWPCOT2236	Fall trees manually (basic)
	FWPHAR2203	Hook up felled logs using cables (choker)
	FWPHAR2204	Perform landing duties (chaser)
	FWPHAR2205	Conduct mobile splitting operations
	FWPHAR2206	Operate a mobile chipper/mulcher
	FWPHAR2207	Trim and cut harvested trees
Grading & Testing	FWPCOT2242	Segregate and sort logs

Group B

Field	Unit code	Unit title
Warehousing and Distribution	FWPCOT2228	Store materials
	TLID3033	Operate a vehicle-mounted loading crane
Machinery and Equipment	FWPCOT2237	Maintain chainsaws
	TLIC2002	Drive light rigid vehicle
	TLIC3003	Drive medium rigid vehicle

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Field	Unit code	Unit title
Load Handling	TLID2004	Load and unload goods/cargo
	TLID2010	Operate a forklift
	TLILIC2001	Licence to operate a forklift truck
Safety and Quality Processes	AHCILM201	Maintain cultural places
	AHCWRK203	Operate in isolated and remote situations
	FWPCOT2233	Navigate in forest areas
	FWPCOT3263	Maintain and contribute to energy efficiency
	RIIWHS205D	Control traffic with stop-slow bat
Administration and Business	BSBINM201	Process and maintain workplace information
	BSBITU201	Produce simple word processed documents
	BSBWOR204	Use business technology

Prerequisite requirements

Unit of competency	Prerequisite requirement
PUAEQU001B Prepare, maintain and test response equipment	PUAFIR215 Prevent injury
PUAFIR204B Respond to wildfire	PUAFIR215 Prevent injury

Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWP20216 Certificate II in Harvesting and	FWP20216 Certificate II in Harvesting and	Updated to include revised units and	Equivalent qualification

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Code and title current version	Code and title previous version	Comments	Equivalence status
Haulage Release 2	Haulage Release 1	superseded and deleted imported units	

Links

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

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FWP20316 Certificate II in Sawmilling and Processing

Modification History

Release	**Comments**
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Release 2.0.

Qualification Description

This qualification is designed for job roles in the sawmilling and processing sector of the forest and forest products industry.

This qualification has five employment pathways for typical operational environments of sawmilling and processing. These are:

- Kiln Worker
- Timber Grader
- Treatment Plant Worker
- Production Worker
- Sawmill Worker

Some imported units in the elective bank may be subject to licensing, legislative, regulatory, or certification requirements. These units must be implemented in line with the licensing requirements outlined in the unit's parent Training Package.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 13 units of competency:
  - 5 core units plus
  - 8 elective units.

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Elective units must ensure the integrity of the qualification's Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- 3 from Group A electives listed below
- 5 from Group A and/or Group B electives listed below, the total of which can include up to 2 units recommended for packaging at Certificate I, II or III level from this or any other endorsed Training Package or state/territory accredited course.

Core Units

Unit code	Unit title
FWPCOR2201	Work effectively in the forest and forest products industry
FWPCOR2202	Communicate and interact effectively in the workplace
FWPCOR2203	Follow environmental care procedures
FWPCOR2205	Follow WHS policies and procedures
FWPCOR2207	Maintain quality and product care

Elective Units

Group A

Field	Unit code	Unit title
Logyard and/or Material Preparation	FWPCOT2226	Debark logs mechanically
	FWPCOT3203	Weigh loads
Sawing Operations	FWPCOT2202	Rack material
	FWPCOT2205	Tail out materials
	FWPCOT2208	Resaw boards and timber
	FWPCOT2218	Cross cut materials with a fixed saw
	FWPCOT2229	Dock material to length
	FWPCOT2238	Cut materials with a hand-held chainsaw

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Field	Unit code	Unit title
	FWPSAW2202	Sort boards manually
	FWPSAW2203	Sort boards mechanically
	FWPSAW2204	Dock boards with mechanical feed
	FWPSAW2207	Round softwood logs
	FWPSAW2208	Split wood products
	FWPSAW2209	Dismantle, transport and assemble hand portable sawmill
Grading and Testing	FWPCOT2212	Grade hardwood sawn and milled products
	FWPCOT2213	Grade softwood sawn and milled products
	FWPCOT2214	Grade cypress sawn and milled products
	FWPCOT2215	Visually stress grade hardwood
	FWPCOT2216	Visually stress grade softwood
	FWPCOT2217	Visually stress grade cypress
	FWPSAW2201	Grade round poles and debarked logs
Timber Products	FWPCOT2203	Finish and pack products
	FWPCOT2207	Dress boards and timber
	FWPCOT2209	Produce finger jointed timber
	FWPCOT2211	Produce pointed timber products
	FWPCOT2222	Produce laminated beams
	FWPCOT2230	Assemble products
	FWPCOT2241	Apply wood and timber product knowledge
	FWPSAW2205	Assemble materials using nail plates
	FWPSAW2206	De-stack seasoning racks
Timber Drying and Treatment	AHCCHM201	Apply chemicals under supervision
	FWPSAW2210	Prepare for timber treatment operations

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Field	Unit code	Unit title
Woodchipping	FWPCOT2225	Chip or flake wood

Group B

Field	Unit code	Unit title
Warehousing and Distribution	FWPCOT2201	Stack and bind material
	FWPCOT2210	Tally material
	FWPCOT2227	Process orders and despatch products
	FWPCOT2228	Store materials
	FWPCOT2231	Pack products
	FWPCOT3264	Build and maintain timber stacks
	TLIF1002	Conduct housekeeping activities
Machinery and Equipment	FWPCOT2219	Use hand-held tools
	FWPCOT2237	Maintain chainsaws
	FWPCOT2240	Cut material with a pole saw
	FWPCOT3259	Operate a four wheel drive on unsealed roads
	MEM18011C	Shut down and isolate machines/equipment
Load Handling	TLIC2002	Drive light rigid vehicle
	TLIC3003	Drive medium rigid vehicle
	TLID2004	Load and unload goods/cargo
	TLID2047	Prepare cargo for transfer with slings
	TLID2010	Operate a forklift
	TLID2012	Operate specialised load shifting equipment
	TLID2013	Move materials mechanically using automated equipment
	TLILIC2001	Licence to operate a forklift truck

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Field	Unit code	Unit title
Safety & Quality Processes	AHCWRK203	Operate in isolated and remote situations
	FWPCOT2233	Navigate in forest areas
	FWPCOT3263	Maintain and contribute to energy efficiency
	HLTAID003	Provide first aid
Administration & Business	BSBINM201	Process and maintain workplace information
	BSBITU201	Produce simple word processed documents
	BSBWOR204	Use business technology
Competitive Manufacturing	MSS402001	Apply competitive systems and practices
Communication and Relationships	SIRXCEG001	Engage the customer

Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWP20316 Certificate II in Sawmilling and Processing Release 2	FWP20316 Certificate II in Sawmilling and Processing Release 1	Updated to include revised units and superseded and deleted imported units	Equivalent qualification

Links

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

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FWP20416 Certificate II in Wood Panel Products

Modification History

Release	**Comment**s
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Release 2.0.

Qualification Description

This qualification is designed for job roles in the wood panel products sector of the forest and forest products industry.

This qualification has three employment pathways for typical operational environments of wood panel products. These are:

- Production Worker (Laminates)
- Production Worker (Panel and Board)
- Production Worker (Veneer)

Some imported units in the elective bank may be subject to licensing, legislative, regulatory, or certification requirements. These units must be implemented in line with the licensing requirements outlined in the unit's parent Training Package.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 13 units of competency:
  - 5 core units plus
  - 8 elective units.

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Elective units must ensure the integrity of the qualification's Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- 3 from Group A electives listed below
- 5 from Group A and/or Group B electives listed below, the total of which can include up to 2 units recommended for packaging at Certificate I, II or III level from this or any other endorsed Training Package or state/territory accredited course.

Core Units

Unit code	Unit title
FWPCOR2201	Work effectively in the forest and forest products industry
FWPCOR2202	Communicate and interact effectively in the workplace
FWPCOR2203	Follow environmental care procedures
FWPCOR2205	Follow WHS policies and procedures
FWPCOR2207	Maintain quality and product care

Elective Units

Group A

Field	Unit code	Unit title
Logyard and/or Material Preparation	FWPCOT2218	Cross cut materials with a fixed saw
	FWPCOT2226	Debark logs mechanically
Veneer/Board Production	FWPCOT2202	Rack material
	FWPCOT2205	Tail out materials
	FWPCOT2207	Dress boards and timber
	FWPCOT2232	Cut material to shape using a saw
	FWPWPP2201	Cut panels
	FWPWPP2202	Surface treat raw board
	FWPWPP2203	Repair veneer and ply
	FWPWPP2204	Repair veneer mechanically

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Field	Unit code	Unit title
	FWPWPP2206	Prepare veneer for ply
	FWPWPP2207	Scarf edges of veneer
	FWPWPP2208	Cut veneer
	FWPWPP2209	Saw products from continuous ply
	FWPWPP2210	Cut panels to profile
Lamination and Finishing	FWPCOT2203	Finish and pack products
	FWPCOT2222	Produce laminated beams
	FWPCOT2224	Band edges of panels
	FWPCOT2230	Assemble products
Grading and Testing	FWPCOT2213	Grade softwood sawn and milled products
	FWPCOT2225	Chip or flake wood
Woodchipping	FWPWPP2205	Prepare chip or fibre blends

Group B

Field	Unit code	Unit title
Warehousing and Distribution	FWPCOT2201	Stack and bind material
	FWPCOT2210	Tally material
	FWPCOT2227	Process orders and despatch products
	FWPCOT2228	Store materials
	FWPCOT2231	Pack products
	FWPCOT3264	Build and maintain timber stacks
	TLIF1002	Conduct housekeeping activities
Load Handling	FWPWPP2211	Move material by transfer equipment
	TLID2004	Load and unload goods/cargo

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Field	Unit code	Unit title
	TLID2010	Operate a forklift
	TLID2013	Move materials mechanically using automated equipment
	TLID2047	Prepare cargo for transfer with slings
	TLILIC2001	Licence to operate a forklift truck
Machinery and Equipment	FWPCOT2219	Use hand-held tools
	FWPCOT2237	Maintain chainsaws
	FWPCOT2240	Cut material with a pole saw
	MEM18011C	Shut down and isolate machines/equipment
Safety and Quality Processes	FWPCOT3263	Maintain and contribute to energy efficiency
	HLTAID003	Provide first aid
Administration and Business	BSBINM201	Process and maintain workplace information
	BSBITU201	Produce simple word processed documents
	BSBWOR204	Use business technology
Competitive Manufacturing	MSS402001	Apply competitive systems and practices
Communication and Relationships	FWPCOT2241	Apply wood and timber product knowledge
	SIRXCEG001	Engage the customer

Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWP20416 Certificate II in Wood Panel Products Release 2	FWP20416 Certificate II in Wood Panel Products Release 1	Updated to include revised units and superseded and deleted imported units	Equivalent qualification

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Links

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

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FWP20516 Certificate II in Timber Manufactured Products

Modification History

Release	Comments
Release 1	This qualification first released with FWP Forest and Wood Products Training Package Release 2.0. It is equivalent to FPI20511 Certificate II in Timber Manufactured Products (Release 4)

Qualification Description

This qualification is designed for job roles in the timber manufactured products sector of the forest and wood products industry.

Job roles

This qualification has six employment pathways for operational environments in the forest and forest products industry. These are:

- Grader
- Manufacturing Assistant (Timber Products)
- Saw Operator
- Timber Manufacturing Worker
- Timber Products Worker
- Timber Puller

Licensing, legislative, regulatory, or certification requirements may apply to units in this qualification in some states & territories at the time of publication and may differ according to jurisdiction.

Some imported units in the elective bank may be subject to licensing, legislative, regulatory, or certification requirements. These units must be implemented in line with the licensing requirements outlined in the unit's parent Training Package.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To be awarded the FWP20516 Certificate II in Timber Manufactured Products competency must be achieved in **thirteen (13)** units of competency.

five (5) core units of competency

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eight (8) units of competency from the elective group, consisting of:

- 3 units from Group A
- 5 units from Group A and/or Group B, the total of which can include up to 2 units recommended for packaging at Certificate I, II or III level from this or any other endorsed Training Package or state/territory accredited course.

Elective units must be relevant to work undertaken in the timber manufactured products sector of the industry.

CORE UNITS

Field	Unit Code	Unit Title
Core	FWPCOR2201	Work effectively in the forest and forest products industry
	FWPCOR2202	Communicate and interact effectively in the workplace
	FWPCOR2203	Follow environmental care procedures
	FWPCOR2205	Follow WHS policies and procedures
	FWPCOR2207	Maintain quality and product care
GROUP A ELECTIVE UNITS		
Field	**Unit Code**	**Unit Title**
Sawing Operations	FWPCOT2205	Tail out materials
	FWPCOT2208	Resaw boards and timber
	FWPCOT2229	Dock material to length
	FWPCOT2232	Cut material to shape using a saw
	FWPTMM2201	Cut material to length and angles
	FWPTMM2202	Machine material
Timber Grading & Testing	FWPCOT2212	Grade hardwood sawn and milled products
	FWPCOT2213	Grade softwood sawn and milled products
	FWPCOT2214	Grade cypress sawn and milled products
	FWPCOT2215	Visually stress grade hardwood

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	FWPCOT2216	Visually stress grade softwood
	FWPCOT2217	Visually stress grade cypress
Timber Products	FWPCOT2203	Finish and pack products
	FWPCOT2207	Dress boards and timber
	FWPCOT2209	Produce finger jointed timber
	FWPCOT2211	Produce pointed timber products
	FWPCOT2222	Produce laminated beams
	FWPCOT2224	Band edges of panels
	FWPCOT2230	Assemble products
	FWPCOT2241	Apply wood and timber product knowledge
	FWPSAW2205	Assemble materials using nail plates
	FWPWPP2203	Repair veneer and ply
	FWPWPP2204	Repair veneer mechanically
	MSFGG2008	Glaze and re-glaze residential windows and doors
GROUP B ELECTIVE UNITS		
Field	**Unit Code**	**Unit Title**
Machinery & Equipment	FWPCOT2219	Use hand-held tools
	FWPCOT2240	Cut materials with a pole saw
	FWPCOT3259	Operate a four wheel drive on unsealed roads
	TLIC2002	Drive light rigid vehicle
	TLIC3003	Drive medium rigid vehicle
Warehousing	FWPCOT2210	Tally material

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& Distribution	FWPCOT2227	Process orders and despatch products
	FWPCOT2228	Store materials
	FWPCOT2231	Pack products
	FWPCOT3264	Build and maintain timber stacks
Load Handling	TLID2004	Load and unload goods/cargo
	TLID2010	Operate a forklift
	TLID2012	Operate specialised load shifting equipment
	TLILIC2001	Licence to operate a forklift truck
Safety & Quality Processes	FWPCOT3263	Maintain and contribute to energy efficiency
	HLTAID003	Provide first aid
Competitive Manufacturing	MSS402001A	Apply competitive systems and practices
Administration & Business	BSBINM201	Process and maintain workplace information
	BSBITU201	Produce simple word processed documents
	BSBWOR204	Use business technology

Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWP20516 Certificate II in Timber Manufactured	FPI20511 Certificate II in Timber Manufactured Products	Updated to meet Standards for Training	Equivalent qualification

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Products	(Release 4)	Packages	

Links

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

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FWP20616 Certificate II in Timber Merchandising

Modification History

Release	Comments
Release 1	This qualification first released with FWP Forest and Wood Products Training Package Release 2.0. It is equivalent to FPI20611 Certificate II in Timber Merchandising (Release 4)

Qualification Description

This qualification is designed for job roles in the timber merchandising sector of the forest and forest products industry.

Job roles

This qualification has one employment pathway for timber merchandising. This is:

- Customer Service / Sales Assistant (Retail or Wholesale)

Licensing, legislative, regulatory, or certification requirements may apply to units in this qualification in some states & territories at the time of publication and may differ according to jurisdiction.

Some imported units in the elective bank may be subject to licensing, legislative, regulatory, or certification requirements. These units must be implemented in line with the licensing requirements outlined in the unit's parent Training Package.

^ From 1 July 2022 the elective unit HLTAID003 must no longer be delivered and will be replaced in the Packaging Rules by the unit HLTAID011 - for more information see: https://asqa.gov.au/news-events/news/reminder-about-superseded-hlt-first-aid-units

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To be awarded the FWP20616 Certificate II in Timber Merchandising, competency must be achieved in **thirteen (13)** units of competency.

six (6) core units of competency

seven (7) units of competency from the elective group, consisting of:

- 3 units from Group A

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- 4 units from Group A and/or Group B, the total of which can include up to 2 units recommended for packaging at Certificate I, II or III level from this or any other endorsed Training Package or state/territory accredited course.

Elective units must be relevant to work undertaken in the timber merchandising sector of the industry.

CORE UNITS

Field	Unit Code	Unit Title
Core	FWPCOR2201	Work effectively in the forest and forest products industry
	FWPCOR2202	Communicate and interact effectively in the workplace
	FWPCOR2203	Follow environmental care procedures
	FWPCOR2205	Follow WHS policies and procedures
	SIRXCCS202	Interact with customers
	SIRXSLS002	Follow point-of-sale procedures
GROUP A ELECTIVE UNITS		
Field	**Unit Code**	**Unit Title**
Sawing Operations	FWPCOT2205	Tail out materials
	FWPCOT2208	Resaw boards and timber
	FWPCOT2218	Cross cut materials with a fixed saw
	FWPCOT2229	Dock material to length
	FWPCOT2238	Cut materials with a hand-held chainsaw
	FWPTMM2201	Cut material to length and angles
	FWPTMM2202	Machine material
	FWPWPP2201	Cut panels
Grading &	FWPCOR2207	Maintain quality and product care

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Testing	FWPCOT2212	Grade hardwood sawn and milled products
	FWPCOT2213	Grade softwood sawn and milled products
	FWPCOT2214	Grade cypress sawn and milled products
	FWPCOT2215	Visually stress grade hardwood
	FWPCOT2216	Visually stress grade softwood
	FWPCOT2217	Visually stress grade cypress
Warehousing & Distribution	FWPCOT2228	Store materials
	FWPCOT3264	Build and maintain timber stacks
	SIRXINV001A	Perform stock control procedures
	TLIA2012	Pick and process orders
	TLID2010	Operate a forklift
	TLID2012	Operate specialised load shifting equipment
	TLID2013	Move materials mechanically using automated equipment
	TLILIC2001	Licence to operate a forklift truck
Retail	BSBCUS301	Deliver and monitor a service to customers
	FWPCOT2241	Apply wood and timber product knowledge
	SIRXCCS201	Apply point-of-sale handling procedures
	SIRXFIN201	Balance and secure point-of-sale terminal
	SIRXICT001A	Operate retail technology
	SIRXMER201	Merchandise products
	SIRXRSK001	Identify and respond to security risks
	SIRXSLS201	Sell products and services

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Timber Products	FWPCOT2207	Dress boards and timber
	FWPCOT2219	Use hand-held tools
	FWPCOT2230	Assemble products
GROUP B ELECTIVE UNITS		
Field	**Unit Code**	**Unit Title**
Machinery & Equipment	FWPCOT2237	Maintain chainsaws
	TLIC2002	Drive light rigid vehicle
	TLIC3003	Drive medium rigid vehicle
Load Handling	TLID2004	Load and unload goods/cargo
	TLID2047	Prepare cargo for transfer with slings
Safety & Quality Processes	FWPCOT3263	Maintain and contribute to energy efficiency
	HLTAID003 ^ **HLTAID011**	Provide first aid **Provide First Aid (must be delivered from 1 July 2022)**
Administration & Business	BSBINM201	Process and maintain workplace information
	BSBITU201	Produce simple word processed documents
	BSBWOR204	Use business technology
	SIRXADM001A	Apply retail office procedures

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	SIRXFIN002A	Perform retail finance duties

Qualification Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
FWP20616 Certificate II in Timber Merchandising	FPI20611 Certificate II in Timber Merchandising (Release 4)	Updated to meet Standards for Training Packages Packing rules aligned closer to industry requirements	Equivalent qualification

Links

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

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FWP20716 Certificate II in Timber Truss and Frame Design and Manufacture

Modification History

Release	Comments
Release 1	This qualification first released with FWP Forest and Wood Products Training Package Release 2.0. It is equivalent to FPI20711 Certificate II in Timber Truss and Frame Design and Manufacture (Release 4)

Qualification Description

This qualification is designed for job roles in the timber truss and frame sector of the forest and forest products industry.

Job roles

This qualification has one employment pathway for typical operational environments of timber truss and frame design. This is:

- Production Assistant (Timber Truss & Frame)

Licensing, legislative, regulatory, or certification requirements may apply to units in this qualification in some states & territories at the time of publication and may differ according to jurisdiction.

Some imported units in the elective bank may be subject to licensing, legislative, regulatory, or certification requirements. These units must be implemented in line with the licensing requirements outlined in the unit's parent Training Package.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To be awarded the FWP20716 Certificate II in Timber Truss and Frame Design and Manufacture, competency must be achieved in **thirteen (13)** units of competency.

seven (7) core units of competency

six (6) units of competency from the elective group, consisting of:

- up to 6 units from Group A

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- the balance of units from Group B, the total of which can include up to 2 units recommended for packaging at Certificate I, II or III level from this or any other endorsed Training Package or state/territory accredited course.

Elective units must be relevant to work undertaken in the timber truss and frame sector of the industry.

CORE UNITS

Field	**Unit Code**	**Unit Title**
Core	FWPCOR2201	Work effectively in the forest and forest products industry
	FWPCOR2202	Communicate and interact effectively in the workplace
	FWPCOR2203	Follow environmental care procedures
	FWPCOR2205	Follow WHS policies and procedures
	FWPCOR2207	Maintain quality and product care
	FWPCOT2219	Use hand-held tools
	FWPCOT2235	Assess timber for manufacturing potential
GROUP A ELECTIVE UNITS		
Field	**Unit Code**	**Unit Title**
Forest	FWPCOT2201	Stack and bind material
	FWPCOT2210	Tally material
	FWPCOT2227	Process orders and despatch products
	FWPCOT2228	Store materials
	FWPCOT2229	Dock material to length
	FWPCOT2230	Assemble products
	FWPCOT2232	Cut material to shape using a saw
	FWPCOT3264	Build and maintain timber stacks
	FWPSAW2205	Assemble materials using nail plates

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	FWPTMM2201	Cut material to length and angles
	FWPTMM2203	Read and interpret timber truss, floor and/or frame fabrication plans
Business	BSBINM201	Process and maintain workplace information
	BSBWOR204	Use business technology
Health and Safety	HLTAID003	Provide first aid
Manufacturing	FWPCOT3263	Maintain and contribute to energy efficiency
	MSS402001A	Apply competitive systems and practices
	MSS402051A	Apply quality standards
Transport	TLID2010	Operate a forklift
	TLID3014	Load and unload vehicles carrying special loads
	TLID2047	Prepare cargo for transfer with slings
Construction	CPCCLDG3001A	Licence to perform dogging
GROUP B ELECTIVE UNITS		
Field	**Unit Code**	**Unit Title**
Forest	FWPCOR3204	Visually assess materials
	FWPCOT3214	Take off material quantities
	FWPCOT3241	Assemble timber wall frames

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	FWPCOT3242	Lay up timber roof trusses
	FWPCOT3243	Operate a truss press
	FWPTMM3207	Set up timber floor trusses

Qualification Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
FWP20716 Certificate II in Timber Truss and Frame Design and Manufacture	FPI20711 Certificate II in Timber Truss and Frame Design and Manufacture (Release 4)	Updated to meet Standards for Training Packages	Equivalent qualification

Links

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

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FWP30116 Certificate III in Forest Growing and Management

Modification History

Release	**Comments**
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Release 2.0.

Qualification Description

This qualification is designed for job roles in the forest growing and management sector of the forest and forest products industry.

This qualification has seven employment pathways for typical operational environments of forest growing and management. These are:

- Arboriculture Technician
- Farm Forestry Technician
- Forestry Technician
- Nursery Technician
- Supervisor (Forestry Operations)
- Tree Planter
- Silviculturalist

Some imported units in the elective bank may be subject to licensing, legislative, regulatory, or certification requirements. These units must be implemented in line with the licensing requirements outlined in the unit's parent Training Package.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 13 units of competency:

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- 6 core units plus
- 7 elective units.

Elective units must ensure the integrity of the qualification's Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- 3 from Group A electives listed below
- 4 from Group A and/or Group B electives listed below, the total of which can include up to 2 units recommended for packaging at Certificate II, III or IV level from this or any other endorsed Training Package or state/territory accredited course.

Core Units

Unit code	Unit title
BSBFLM312	Contribute to team effectiveness
FWPCOR2201	Work effectively in the forest and forest products industry
FWPCOR2202	Communicate and interact effectively in the workplace
FWPCOR3201	Implement safety, health and environment policies and procedures
FWPCOR3203	Evaluate fire potential and prevention
HLTAID003	Provide first aid

Elective Units

Group A

An asterisk (*) next to the unit code indicates that there are prerequisite requirements which must be met when packaging the qualification. Please refer to the Prerequisite requirements table for details.

Field	Unit code	Unit title
Fire Control	AHCWRK302	Monitor weather conditions
	PUAFIR303B*	Suppress wildfire
	PUAFIR309B*	Operate pumps

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Field	Unit code	Unit title
	PUAFIR412*	Conduct simple prescribed burns
	PUAFIR413*	Develop simple prescribed burn plans
	PUALAW002B	Conduct initial investigation at incident scene
	PUAOHS002B	Maintain safety at an incident scene
	PUATEA002B	Work autonomously
Breeding and Propagation	AHCNSY301	Maintain nursery plants
	AHCNSY306	Implement a propagation plan
	FWPFGM3201	Manage seed collection
	FWPFGM3202	Extract seed
Site Establishment and Maintenance	AHCINF303	Plan and construct conventional fencing
	AHCIRG306	Troubleshoot irrigation systems
	AHCLSC302	Construct landscape features using concrete
	AHCLSC304	Erect timber structures and features
	AHCSAW302	Implement erosion and sediment control measures
	FWPCOT3221	Rehabilitate tracks, quarries and landings
	FWPFGM3209	Construct and maintain forest roads and tracks
	FWPFGM3210	Patrol forest
Grading and Testing	FWPCOR3204	Visually assess materials
	FWPCOT3270	Grade and mark logs
	FWPCOT3250	Prepare timber to meet import/export compliance requirements
Tree Growing & Maintenance	FWPCOR3202	Conduct quality and product care procedures
	FWPCOT3252	Use environmental care procedures to undertake fire salvage operations
	FWPFGM3212	Fall trees manually (intermediate)

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Field	Unit code	Unit title
	FWPFGM3213	Fall trees manually (advanced)
	FWPFGM3206	Plan and implement non-commercial thinning operations
	FWPFGM3207	Coordinate stem improvement
	FWPFGM3211	Manage coppice stems
	AHCPMG301	Control weeds
	AHCPMG302	Control plant pests, diseases and disorders
	AHCARB307	Use advanced climbing techniques

Group B

Field	Unit code	Unit title
Machinery and Equipment	AHCMOM301	Coordinate machinery and equipment maintenance and repair
	FWPCOT3259	Operate a four-wheel drive on unsealed roads
	FWPCOT3260	Recover four-wheel drive vehicles
	FWPFGM3214	Operate a four wheel drive in a towing situation
	FWPFGM3215	Perform complex 4x4 operations
Specialist Machinery and Equipment	A maximum of 2 units may be selected from this field	
	FWPCOT3238	Operate a pole saw
	RIIHAN308E	Load and unload plant
	RIIMPO315D	Conduct tractor operations
	RIIMPO317E	Conduct roller operations
	RIIMPO318E	Conduct civil construction skid steer loader operations
	RIIMPO319D	Conduct backhoe/loader operations
	RIIMPO320E	Conduct civil construction excavator operations
	RIIMPO321E	Conduct civil construction wheeled front end loader

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Field	Unit code	Unit title
		operations
	RIIMPO322D	Conduct civil construction tracked front end loader operations
	RIIMPO324E	Conduct civil construction grader operations
	RIIVEH304D	Conduct tip truck operations
	TLID3036	Lift and move load using a mobile crane
Load Handling	AHCCHM304	Transport and store chemicals
	TLID3011	Conduct specialised forklift operations
	TLID3014	Load and unload vehicles carrying special loads
Safety and Quality Processes	AHCCHM303	Prepare and apply chemicals
	FWPCOT3202	Navigate in remote or trackless areas
	FWPCOT3254	Implement environmentally sustainable work practices in the work area/work site
	FWPCOT3255	Apply silvicultural principles
	FWPCOT3256	Apply biodiversity protection principles
	FWPCOT3257	Follow cultural heritage requirements
	FWPCOT3258	Comply with soil and water protection
	FWPCOT3263	Maintain and contribute to energy efficiency
	HLTAID006	Provide advanced first aid
	TLID3035	Operate a boom type elevating work platform
Administration and Business	BSBINM301	Organise workplace information
	BSBITU306	Design and produce business documents
Communication and Relationships	BSBFLM303	Contribute to effective workplace relationships
	FWPCOT3222	Present forestry information and interpretations programs
Planning and Analysis	BSBFLM305	Support operational plan

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Prerequisite requirements

Unit of competency	Prerequisite requirement
PUAFIR303B Suppress wildfire	PUAFIR204B Respond to wildfire
PUAFIR309B Operate pumps	PUAEQU001B Prepare, maintain and test response equipment And one of the following four units: PUAFIR203B Respond to urban fire OR PUAFIR218 Respond to isolated structure fire OR PUAFIR204B Respond to wildfire OR PUAFIR205B Respond to aviation incident (specialist)
PUAFIR412 Conduct simple prescribed burns	PUAFIR303B Suppress wildfire
PUAFIR413 Develop simple prescribed burn plans	PUAFIR303B Suppress wildfire

Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWP30116 Certificate III in Forest Growing and Management Release 2	FWP30116 Certificate III in Forest Growing and Management Release 1	Updated to include revised units and superseded and deleted imported units	Equivalent qualification

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Links

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

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FWP30216 Certificate III in Harvesting and Haulage

Modification History

Release	**Comment**s
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Release 2.0.

Qualification Description

This qualification is designed for job roles in the harvesting and haulage sector of the forest and forest products industry.

This qualification has eleven employment pathways for typical operational environments of harvesting and haulage. These are:

- Bulldozer Operator
- Excavator Operator
- Feller Buncher Operator
- Forest Harvester
- Forwarder Operator
- Harvesting Technician
- In-field Chipper Operator
- Loader Operator
- Log truck driver
- Mobile Equipment Operator
- Skidder Operator

Some imported units in the elective bank may be subject to licensing, legislative, regulatory, or certification requirements. These units must be implemented in line with the licensing requirements outlined in the unit's parent Training Package.

Entry Requirements

There are no entry requirements for this qualification.

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Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 13 units of competency:
  - 7 core units plus
  - 6 elective units.

Elective units must ensure the integrity of the qualification's Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- 2 from Group A electives listed below
- up to 4 from Group A and/or Group B electives listed below
- up to 2 from Group C electives listed below
- the total elective units can include up to 2 units recommended for packaging at Certificate II, III or IV level from this or any other endorsed Training Package or state/territory accredited course.

Core Units

Unit code	Unit title
BSBFLM312	Contribute to team effectiveness
FWPCOR2201	Work effectively in the forest and forest products industry
FWPCOR2202	Communicate and interact effectively in the workplace
FWPCOR3201	Implement safety, health and environment policies and procedures
FWPCOR3202	Conduct quality and product care procedures
FWPCOR3203	Evaluate fire potential and prevention
HLTAID003	Provide first aid

Elective Units

Group A

Field	Unit code	Unit title
Harvesting Operations	AHCARB307	Use advanced climbing techniques
	FWPCOT3252	Use environmental care procedures to undertake fire salvage operations

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Field	Unit code	Unit title
	FWPCOT3261	Transport forestry logs using trucks
	FWPCOT3262	Transport forestry produce using trucks
	FWPCOT3253	Convert timber residue into products for further use
	FWPCOT3254	Implement environmentally sustainable work practices in the work area/work site
	FWPHAR3201	Monitor log recovery (rigging slinger)
	FWPHAR3210	Conduct mechanical processor operations
	FWPHAR3213	Conduct mechanically assisted tree falling operations
	FWPHAR3215	Operate a heavy production mobile chipper
	FWPHAR3220	Harvest trees manually (intermediate)
	FWPHAR3221	Harvest trees manually (advanced)
	FWPHAR3222	Use on-board computer systems for forwarder
	FWPHAR3223	Use on-board computer systems for single grip harvester
	FWPHAR3224	Operate crawler tractor
	FWPHAR3225	Operate excavator with log grapple
	FWPHAR3226	Operate feller buncher
	FWPHAR3227	Operate forwarder
	FWPHAR3228	Operate loader
	FWPHAR3229	Operate single grip harvester
	FWPHAR3230	Operate skidder
	FWPHAR3231	Operate yarder
Grading and Testing	FWPCOR3204	Visually assess materials
	FWPCOT3250	Prepare timber to meet import/export compliance requirements
	FWPCOT3270	Grade and mark logs

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Field	Unit code	Unit title
Machinery and Equipment	FWPCOT3224	Plan and monitor equipment maintenance
	AURTGA001	Drive and manoeuvre trailers

Group B

An asterisk (*) next to the unit code indicates that there are prerequisite requirements which must be met when packaging the qualification. Please refer to the Prerequisite requirements table for details.

Field	Unit code	Unit title
Fire Control	AHCWRK302	Monitor weather conditions
	PUAFIR303B*	Suppress wildfire
	PUAFIR309B*	Operate pumps
	PUAOHS002B*	Maintain safety at an incident scene
	PUATEA002B*	Work autonomously
Site Establishment and Maintenance	AHCNAR303	Implement revegetation works
	FWPCOT3221	Rehabilitate tracks, quarries and landings
	FWPFGM3203	Conduct an instrument survey
Machinery and Equipment	AHCMOM301	Coordinate machinery and equipment maintenance and repair
	FWPCOT3259	Operate a four-wheel drive on unsealed roads
	FWPCOT3260	Recover four-wheel drive vehicles
	FWPFGM3214	Operate a four-wheel drive in a towing situation
	FWPFGM3215	Perform complex 4x4 operations
Specialist Machinery and Equipment	A maximum of two units may be selected from this field	
	RIIMPO315D	Conduct tractor operations
	RIIMPO317E	Conduct roller operations

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Field	Unit code	Unit title
	RIIMPO319D	Conduct backhoe/loader operations
	RIIMPO323D	Conduct civil construction dozer operations
	RIIMPO324E	Conduct civil construction grader operations
	RIIVEH304D	Conduct tip truck operations
	TLID3033	Operate a vehicle-mounted loading crane
Load Handling	TLIC3063	Operate vehicle carrying special loads
	TLID1001	Shift materials safely using manual handling methods
	TLID3011	Conduct specialised forklift operations
	TLID3014	Load and unload vehicles carrying special loads
	TLIE3002	Estimate/calculate mass, area and quantify dimensions
	TLIH2001	Interpret road maps and navigate pre-determined routes
Safety and Quality Processes	AHCWRK304	Respond to rescue incidents
	FWPCOT3202	Navigate in remote or trackless areas
	FWPCOT3255	Apply silvicultural principles
	FWPCOT3256	Apply biodiversity protection principles
	FWPCOT3257	Follow cultural heritage requirements
	FWPCOT3258	Comply with soil and water protection
	FWPCOT3263	Maintain and contribute to energy efficiency
	HLTAID005	Provide first aid in remote situations
	HLTAID006	Provide advanced first aid
	TLID3035	Operate a boom type elevating work platform
	TLIF2010	Apply fatigue management strategies
Administration and Business	BSBINM301	Organise workplace information
	BSBITU306	Design and produce business documents

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Field	Unit code	Unit title
Communication and Relationships	BSBFLM303	Contribute to effective workplace relationships
	FWPCOT3222	Present forestry information and interpretations programs
Planning and Analysis	BSBFLM305	Support operational plan

Group C

Field	Unit code	Unit title
Truck Driving	TLIC3004	Drive heavy rigid vehicle
	TLIC3005	Drive heavy combination vehicle
	TLIC4006	Drive multi-combination vehicle

Prerequisite requirements

Unit of competency	Prerequisite requirement
PUAFIR303B Suppress wildfire	PUAFIR204B Respond to wildfire
PUAFIR309B Operate pumps	PUAEQU001B Prepare, maintain and test response equipment And one of the following four units: PUAFIR203B Respond to urban fire OR PUAFIR218 Respond to isolated structure fire OR PUAFIR204B Respond to wildfire OR PUAFIR205B Respond to aviation incident (specialist)
PUAOHS002B Maintain safety at an incident scene	PUAFIR215 Prevent Injury
PUATEA002B Work	PUATEA001B Work in a team

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Unit of competency	Prerequisite requirement
autonomously	

Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWP30216 Certificate III in Harvesting and Haulage Release 2	FWP30216 Certificate III in Harvesting and Haulage Release 1	Updated to include revised and new units as well as superseded and deleted imported units	Equivalent qualification

Links

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

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FWP30316 Certificate III in Sawmilling and Processing

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Qualification Description

This qualification is designed for job roles in the sawmilling and processing sector of the forest and forest products industry.

Job roles

This qualification has eleven employment pathways for typical operational environments of sawmilling and processing. These are:

- Benchman
- Chipper Operator
- Head Rig Operator
- Kiln Operator
- Machine Operator (e.g. Finger Jointing, Moulding, Planing)
- Production Technician
- Sawmilling Technician
- Sawyer
- Timber Grader
- Timber Products Technician
- Treatment Plant Operator

Licensing, legislative, regulatory, or certification requirements may apply to units in this qualification in some states & territories at the time of publication and may differ according to jurisdiction.

Some imported units in the elective bank may be subject to licensing, legislative, regulatory, or certification requirements. These units must be implemented in line with the licensing requirements outlined in the unit's parent Training Package.

Entry Requirements

There are no entry requirements for this qualification.

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Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 13 units of competency:
  - 6 core units plus
  - 7 elective units.

Elective units must ensure the integrity of the qualification's Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- 2 units from Group A
- 5 units from Group A and/or Group B, the total of which can include up to 3 units recommended for packaging at Certificate II, III or IV level from this or any other endorsed Training Package or state/territory accredited course.

Elective units must be relevant to work undertaken in the sawmilling and processing sector of the industry.

Core Units

BSBFLM312	Contribute to team effectiveness
FWPCOR2201	Work effectively in the forest and forest products industry
FWPCOR2202	Communicate and interact effectively in the workplace
FWPCOR3201	Implement safety, health and environment policies and procedures
FWPCOR3202	Conduct quality and product care procedures
FWPCOR3204	Visually assess materials

Elective Units

Group A

Logyard and/or Material Preparation

FWPCOT3203	Weigh loads
FWPCOT3227	Receive and measure logs

Sawing Operations

FWPSAW320	Produce sawn green boards

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2	
FWPSAW3203	Break down logs
FWPSAW3204	Saw flitches and cants
FWPSAW3227	Select and saw logs in multi-species operations
FWPSAW3229	Operate a portable sawmill

Grading and Testing

FWPCOT3208	Test strength of joints
FWPCOT3225	Mechanically stress grade timber
FWPCOT3240	Grade heavy structural/engineered products
FWPCOT3245	Grade, sort and mark materials
FWPCOT3246	Test heavy structural/engineered products
FWPCOT3250	Prepare timber to meet import/export compliance requirements
FWPCOT3267	Mechanically stress-grade engineered wood panels
FWPSAW3223	Assess wood chips

Timber Products

FWPCOT2241	Apply wood and timber product knowledge
FWPCOT3206	Cut material using high speed optimiser
FWPCOT3207	Set up, operate and maintain finger jointing operations
FWPCOT3209	Set up, operate and maintain end matching operations
FWPCOT3230	Operate automated stacking equipment
FWPCOT3234	Cut material using CNC sizing machines

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FWPCOT3235	Machine material using CNC machining and processing centres
FWPCOT3253	Convert timber residue into products for further use
FWPCOT3264	Build and maintain timber stacks
FWPCOT3266	Dress timber using multi-headed machines
FWPSAW3226	Saw logs using CNC optimising systems

Timber Drying and Treatment

AHCCHM303	Prepare and apply chemicals
FWPCOT3231	Operate steam boiler
FWPCOT3232	Operate heat plant
FWPCOT3248	Dry timber in solar assisted kilns
FWPCOT3249	Select timber preservation techniques
FWPSAW3201	Treat timber
FWPSAW3205	Dry hardwood
FWPSAW3206	Dry softwood

Sawdoctoring

FWPCOT3201	Hand sharpen knives and blades
FWPCOT3211	Maintain sawdoctoring tools
FWPCOT3212	Replace saws, blades and guides
FWPCOT3213	Manufacture cutting tools
FWPCOT3215	Swage and shape saw blades
FWPCOT3216	Assess and maintain saw performance

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FWPCOT3217	Assess and maintain cutter performance
FWPCOT3233	Sharpen and align blades and knives
FWPCOT3237	Produce templates
FWPSAW3207	Sharpen band saws
FWPSAW3208	Sharpen circular saws
FWPSAW3209	Align sawing production systems
FWPSAW3210	File and set saws
FWPSAW3211	Recondition guides
FWPSAW3212	Sharpen tipped circular saws
FWPSAW3213	Level and tension circular saws
FWPSAW3214	Join band saw blades
FWPSAW3217	Hard face saw teeth
FWPSAW3218	Replace tungsten tips
FWPSAW3219	Replace stellite tips
FWPSAW3220	Maintain wide band saw blades
FWPSAW3221	Profile saw blanks
FWPSAW3222	Recondition band mill wheels

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Woodchipping

FWPSAW3215	Screen wood chips
FWPSAW3216	Transfer wood chips
FWPSAW3223	Assess wood chips
FWPSAW3224	Coordinate and monitor the wood chip stockpile

Group B

Machinery and Equipment

FWPCOT2240	Cut material with a pole saw
FWPCOT3224	Plan and monitor equipment maintenance
FWPCOT3259	Operate a four wheel drive on unsealed roads
FWPCOT3260	Recover four wheel drive vehicles
FWPFGM3214	Operate a four wheel drive in a towing situation
MEM18011C	Shut down and isolate machines/equipment

Warehousing & Distribution

FWPCOT3236	Coordinate stock control procedures
RIIMPO321E	Conduct civil construction wheeled front end loader operations
TLIA3018	Organise despatch operations

Load Handling

RIIMPO323D	Conduct civil construction dozer operations
TLID0001	Load and unload vehicles carrying special loads

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TLID3011	Conduct specialised forklift operations
TLID3043	Shift loads using gantry equipment

Safety and Quality Processes

FWPCOR3203	Evaluate fire potential and prevention
FWPCOT3202	Navigate in remote or trackless areas
FWPCOT3254	Implement environmentally sustainable work practices in the work area/work site
FWPCOT3263	Maintain and contribute to energy efficiency
HLTAID003	Provide first aid
HLTAID006	Provide advanced first aid
TLID3035	Operate a boom type elevating work platform
TLIF1002	Conduct housekeeping activities

Administration and Business

BSBINM301	Organise workplace information
BSBITU306	Design and produce business documents

Communication and Relationships

BSBFLM303	Contribute to effective workplace relationships

Competitive Manufacturing

MSS402001	Apply competitive systems and practices
MSS404060	Facilitate the use of planning software systems in a work area or team

Planning and Analysis

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BSBFLM305	Support operational plan

Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWP30316 Certificate III in Sawmilling and Processing Release 2	FWP30316 Certificate III in Sawmilling and Processing Release 1	Updated to include revised units and superseded and deleted imported units	Equivalent qualification

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWP30416 Certificate III in Wood Panel Products

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Qualification Description

This qualification is designed for job roles in the wood panel products sector of the forest and forest products industry.

Job roles

This qualification has seven employment pathways for typical operational environments of wood panel products. These are:

- Engineered Timber Products Technician / Operator
- Kiln Operator
- Production Technician / Operator (Laminates)
- Production Technician / Operator (Panel and Board)
- Production Technician / Operator (Veneer)
- Timber Fabricator
- Timber Fabricator (Laminates)

Licensing, legislative, regulatory, or certification requirements may apply to units in this qualification in some states & territories at the time of publication and may differ according to jurisdiction.

Some imported units in the elective bank may be subject to licensing, legislative, regulatory, or certification requirements. These units must be implemented in line with the licensing requirements outlined in the unit's parent Training Package.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

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- 13 units of competency:
  - 6 core units plus
  - 7 elective units.

Elective units must ensure the integrity of the qualification's Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- 2 units from Group A
- 5 units from Group A and/or Group B, the total of which can include up to 3 units recommended for packaging at Certificate II, III or IV level from this or any other endorsed Training Package or state/territory accredited course.

Elective units must be relevant to work undertaken in the wood panel products sector of the industry.

Core Units

BSBFLM312	Contribute to team effectiveness
FWPCOR2201	Work effectively in the forest and forest products industry
FWPCOR2202	Communicate and interact effectively in the workplace
FWPCOR3201	Implement safety, health and environment policies and procedures
FWPCOR3202	Conduct quality and product care procedures
FWPCOR3204	Visually assess materials

Elective Units

Group A

Logyard and/or Material Preparation

FWPCOT2225	Chip or flake wood
FWPCOT3203	Weigh loads
FWPCOT3227	Receive and measure logs
FWPCOT3253	Convert timber residue into products for further use
FWPCOT3264	Build and maintain timber stacks

Grading and Testing

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FWPCOT3267	Mechanically stress-grade engineered panels
FWPCOT3245	Grade, sort and mark materials
FWPCOT3250	Prepare timber to meet import/export compliance requirements
FWPWPP3229	Classify flake

Board/Veneer Production

FWPCOT3206	Cut material using high speed optimiser
FWPCOT3234	Cut material using CNC sizing machines
FWPCOT3235	Machine material using CNC machining and processing centres
FWPCOT3249	Select timber preservation techniques
FWPSAW3226	Saw logs using CNC optimising systems
FWPWPP2201	Cut panels
FWPWPP3201	Produce veneer from debarked logs
FWPWPP3204	Form board
FWPWPP3205	Match and join veneer
FWPWPP3207	Clip veneer
FWPWPP3211	Maintain caul plates and screens
FWPWPP3213	Heat treat material
FWPWPP3216	Press material using the daylight process
FWPWPP3217	Process production effluent
FWPWPP3218	Plan and coordinate machining of panels
FWPWPP3219	Blend and test binding mixes
FWPWPP3223	Immunise veneer
FWPWPP3230	Produce decorative veneers

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FWPWPP3231	Produce veneer from prepared flitches
FWPWPP3234	Operate a continuous press for the production of engineered wood panels
FWPWPP3235	Trim new engineered wood panels to size

Lamination and Finishing

FWPCOT3268	Plane and sand engineered wood products
FWPWPP3202	Paint panels
FWPWPP3208	Punch peg holes in panels
FWPWPP3209	Prepare resin and additives
FWPWPP3214	Treat paper
FWPWPP3215	Cut paper
FWPWPP3220	Plan and coordinate panel painting
FWPWPP3222	Press laminated ply
FWPWPP3224	Profile sand products
FWPWPP3225	Produce profile sanding shoes and wheels
FWPWPP3227	Vacuum paint
FWPWPP3232	Operate a heat roll bonding machine to laminate or veneer engineered wood panel surfaces
FWPWPP3233	Operate a laminating press for engineered wood panels

Timber Drying and Treatment

FWPCOT3231	Operate steam boiler
FWPCOT3232	Operate heat plant
FWPCOT3248	Dry timber in solar assisted kilns
FWPWPP3212	Dry material

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FWPWPP3228	Dry Wood Flakes

Timber Products

FWPCOT2241	Apply wood and timber product knowledge

Woodchipping

FWPWPP3203	Produce fibre from chips

Sawdoctoring

FWPCOT3212	Replace saws, blades and guides
FWPCOT3216	Assess and maintain saw performance
FWPCOT3217	Assess and maintain cutter performance

Group B

Machinery and Equipment

FWPCOT2240	Cut material with a pole saw
FWPCOT3224	Plan and monitor equipment maintenance
FWPCOT3233	Sharpen and align blades and knives
MEM18011C	Shut down and isolate machines/equipment

Warehousing & Distribution

FWPCOT3230	Operate automated stacking equipment
FWPCOT3236	Coordinate stock control procedures
TLIA3018	Organise despatch operations

Load Handling

RIIMPO323D	Conduct civil construction dozer operations

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TLID0001	Load and unload vehicles carrying special loads
TLID2012	Operate specialised load shifting equipment
TLID3011	Conduct specialised forklift operations
TLID3043	Shift loads using gantry equipment

Safety and Quality Processes

AHCCHM303	Prepare and apply chemicals
CPPSEC3007A	Maintain security of environment
FWPCOR3203	Evaluate fire potential and prevention
FWPCOT3254	Implement environmentally sustainable work practices in the work area/work site
FWPCOT3263	Maintain and contribute to energy efficiency
HLTAID003	Provide first aid
HLTAID006	Provide advanced first aid
TLID3035	Operate a boom type elevating work platform
TLIF1002	Conduct housekeeping activities

Administration and Business

BSBINM301	Organise workplace information
BSBITU306	Design and produce business documents

Communication and Relationships

BSBFLM303	Contribute to effective workplace relationships

Competitive Manufacturing

MSS402001	Apply competitive systems and practices

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MSS402083	Use planning software systems in operations
MSS404060	Facilitate the use of planning software systems in a work area or team

Planning and Analysis

BSBFLM305	Support operational plan

Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWP30416 Certificate III in Wood Panel Products Release 2	FWP30416 Certificate III in Wood Panel Products Release 1	Updated to include revised units and superseded and deleted imported units	Equivalent qualification

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWP30516 Certificate III in Timber Manufactured Products

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Qualification Description

This qualification is designed for job roles in the timber manufactured products sector of the forest and forest products industry.

Job roles

This qualification has five employment pathways for typical operational environments of timber manufactured products. These are:

- Press Operator
- Jig Setter
- Machine Operator (e.g. Finger Jointing, Moulding, Planing)
- Saw Operator
- Timber Manufactured Products Technician

Licensing, legislative, regulatory, or certification requirements may apply to units in this qualification in some states & territories at the time of publication and may differ according to jurisdiction.

Some imported units in the elective bank may be subject to licensing, legislative, regulatory, or certification requirements. These units must be implemented in line with the licensing requirements outlined in the unit's parent Training Package.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 13 units of competency:
  - 6 core units plus

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- 7 elective units.

Elective units must ensure the integrity of the qualification's Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- 3 units from Group A
- 4 units from Group A and/or Group B, the total of which can include up to 2 units recommended for packaging at Certificate II, III or IV level from this or any other endorsed Training Package or state/territory accredited course.

Elective units must be relevant to work undertaken in the timber manufactured products sector of the industry.

Core Units

BSBFLM312	Contribute to team effectiveness
FWPCOR2201	Work effectively in the forest and forest products industry
FWPCOR2202	Communicate and interact effectively in the workplace
FWPCOR3201	Implement safety, health and environment policies and procedures
FWPCOR3202	Conduct quality and product care procedures
FWPCOR3204	Visually assess materials

Elective Units

Group A

Sawdoctoring

FWPCOT3210	Sharpen cutting tools
FWPCOT3211	Maintain sawdoctoring tools
FWPCOT3212	Replace saws, blades and guides
FWPCOT3216	Assess and maintain saw performance
FWPCOT3217	Assess and maintain cutter performance
FWPCOT3265	Cut timber or engineered wood product to profile

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Timber Grading & Testing

FWPCOT3208	Test strength of joints
FWPCOT3240	Grade heavy structural/engineered products
FWPCOT3246	Test heavy structural/engineered products
FWPCOT3250	Prepare timber to meet import/export compliance requirements

Trusses & Frames

FWPCOT3204	Prepare and interpret sketches and drawings
FWPCOT3214	Take off material quantities
FWPCOT3218	Quote and interpret from manufactured timber product plans
FWPCOT3219	Produce standard truss or frame plans and details using computers
FWPCOT3220	Quote and interpret from computerised timber manufactured product plans
FWPCOT3239	Create drawings using computer aided design systems
FWPCOT3241	Assemble timber wall frames
FWPCOT3242	Lay up timber roof trusses
FWPCOT3243	Operate a truss press

Timber Products

FWPCOT3206	Cut material using high speed optimiser
FWPCOT3207	Set up, operate and maintain finger jointing operations
FWPCOT3209	Set up, operate and maintain end matching operations
FWPCOT3230	Operate automated stacking equipment
FWPCOT3234	Cut material using CNC sizing machines
FWPCOT3235	Machine material using CNC machining and processing

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	centres
FWPCOT3253	Convert timber residue into products for further use
FWPCOT3266	Dress timber using multi-headed machines
FWPCOT3268	Plane and sand engineered wood products
FWPSAW3226	Saw logs using CNC optimising systems
FWPTMM3201	Convert timber
FWPTMM3202	Manufacture using joinery machines
FWPWPP3203	Produce fibre from chips
FWPWPP3209	Prepare resin and additives

Group B

Machinery & Equipment

TLIC3004	Drive heavy rigid vehicle
TLIC3005	Drive heavy combination vehicle

Warehousing & Distribution

FWPCOT3236	Coordinate stock control procedures
TLIA3018	Organise despatch operations

Load Handling

FWPCOT3264	Build and maintain timber stacks
TLIC3063	Operate vehicle carrying special loads
TLID0001	Load and unload vehicles carrying special loads
TLID2012	Operate specialised load shifting equipment
TLID3011	Conduct specialised forklift operations

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TLID3043	Shift loads using gantry equipment

Safety & Quality Processes

FWPCOR3203	Evaluate fire potential and prevention
FWPCOT3254	Implement environmentally sustainable work practices in the work area/work site
FWPCOT3263	Maintain and contribute to energy efficiency
HLTAID003	Provide first aid
HLTAID006	Provide advanced first aid
TLID3035	Operate a boom type elevating work platform

Administration & Business

BSBADM311	Maintain business resources
BSBINM301	Organise workplace information
BSBITU306	Design and produce business documents
FWPCOT2241	Apply wood and timber product knowledge
FWPTMM3203	Estimate and cost job
SIRXSLS001	Sell to the retail customer

Communication & Relationships

BSBFLM303	Contribute to effective workplace relationships

Competitive Manufacturing

MSS402001	Apply competitive systems and practices
MSS402083	Use planning software systems in operations
MSS404060	Facilitate the use of planning software systems in a work

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	area or team

Planning & Analysis

BSBFLM305	Support operational plan

Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWP30516 Certificate III in Timber Manufactured Products Release 2	FWP30516 Certificate III in Timber Manufactured Products Release 1	Updated to include revised units and superseded and deleted imported units	Equivalent qualification

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWP30616 Certificate III in Timber Merchandising

Modification History

Release	Comments
Release 1	This qualification first released with FWP Forest and Wood Products Training Package Release 2.0. It is equivalent to FPI30611 Certificate III in Timber Merchandising (Release 4)

Qualification Description

This qualification is designed for job roles in the timber merchandising sector of the forest and forest products industry.

Job roles

This qualification has five employment pathways for typical operational environments of timber merchandising. These are:

- Customer Service / Sales Assistant (Retail or Wholesale)
- Customer Service Officer
- Sales and Merchandising Team Leader
- Sales and Merchandising Team Leader (Timber Products)
- Timber Advisor

Licensing, legislative, regulatory, or certification requirements may apply to units in this qualification in some states & territories at the time of publication and may differ according to jurisdiction.

Some imported units in the elective bank may be subject to licensing, legislative, regulatory, or certification requirements. These units must be implemented in line with the licensing requirements outlined in the unit's parent Training Package.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To be awarded the FWP30616 Certificate III in Timber Merchandising, competency must be achieved in **thirteen (13)** units of competency.

five (5) core units of competency

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eight (8) units of competency from the elective group, consisting of:

3 units from Group A

5 units from Group A and/or Group B, the total of which can include up to two units recommended for packaging at Certificate II, III or IV level from this or any other endorsed Training Package or state/territory accredited course.

Elective units must be relevant to work undertaken in the timber merchandising sector of the industry.

Field	**Unit Code**	**Unit Title**
Core	FWPCOR2201	Work effectively in the forest and forest products industry
	FWPCOR3201	Implement safety, health and environment policies and procedures
	FWPCOR3202	Conduct quality and product care procedures
	FWPCOT2241	Apply wood and timber product knowledge
	SIRXSLS303	Build relationships with customers
GROUP A ELECTIVE UNITS		
Field		
Collaboration and team work	BSBFLM303	Contribute to effective workplace relationships
	BSBFLM312	Contribute to team effectiveness
	BSBINN201	Contribute to workplace innovation
	BSBINM301	Organise workplace information
Sales	FWPCOR3204	Visually assess materials
	FWPCOT3204	Prepare and interpret sketches and drawings
	FWPCOT3218	Quote and interpret from manufactured timber product plans
	FWPCOT3251	Promote the carbon benefits of wood products

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	FWPCOT3269	Provide specialised timber product solutions
	FWPTMM3203	Estimate and cost job
	SIRRRPK214	Recommend specialised products and services
	SIRWSLS301	Build sales relationships
	SIRXFIN201	Balance and secure point-of-sale terminal
	SIRXICT303	Operate retail information technology systems
	SIRXMER202	Plan, create and maintain displays
	SIRXMER303	Coordinate merchandise presentation
	SIRXMER406	Monitor in-store visual merchandising display
Warehousing & Dispatch	CPCCCA2011A	Handle carpentry materials
	FWPCOT2207	Dress boards and timber
	FWPCOT3250	Prepare timber to meet import/export compliance requirements
	SIRWINV302	Monitor inventory capacity to meet demand
	TLIA2012	Pick & process orders
	TLIA3015	Complete receival/despatch documentation
	TLIA3016	Use inventory systems to organise stock control
	TLIA3018	Organise despatch operations
	TLIA3038	Control and order stock
	TLID1001	Shift materials safely using manual handling methods
	TLID3011	Conduct specialised forklift operations
	TLILIC2002	Licence to operate an order picking forklift truck
GROUP B	**ELECTIVE UNITS**	
Field		

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Administration	BSBCUE305	Process credit applications
	BSBCUE306	Process complex accounts
	BSBFIA301	Maintain financial records
	CPPSEC1002A	Apply retail security procedures
	SIRXFIN003A	Produce financial reports
IT systems & applications	BSBCUE301	Use multiple information systems
	ICTICT308	Use advanced features of computer applications

Qualification Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
FWP30616 Certificate III in Timber Merchandising	FPI30611 Certificate III in Timber Merchandising (Release 4)	Updated to meet Standards for Training Packages	Equivalent qualification

Links

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

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FWP30716 Certificate III in Sawdoctoring

Modification History

Release	Comments
Release 1	This qualification first released with FWP Forest and Wood Products Training Package Release 2.0. It is equivalent to FPI30711 Certificate III in Sawdoctoring (Release 3)

Qualification Description

This qualification is designed for job roles in the sawmilling and processing sector of the forest and forest products industry.

Job roles

This qualification has three employment pathways for typical operational environments of sawmilling and processing. These are:

- Saw Maker
- Saw Repairer
- Sawdoctor

Licensing, legislative, regulatory, or certification requirements may apply to units in this qualification in some states & territories at the time of publication and may differ according to jurisdiction.

Some imported units in the elective bank may be subject to licensing, legislative, regulatory, or certification requirements. These units must be implemented in line with the licensing requirements outlined in the unit's parent Training Package.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To be awarded the FWP30716 Certificate III in Sawdoctoring, competency must be achieved in **twenty six (26)** units of competency.

- **ten (10)** core units of competency
- **sixteen (16)** units of competency from the elective group, the total of which can include up to 2 units recommended for packaging at Certificate II, III or IV level from this or any other endorsed Training Package or state/territory accredited course.

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Elective units must be relevant to work undertaken in the sawmilling and processing sector of the industry.

CORE UNITS

Field	Unit Code	Unit Title
Core	BSBFLM312	Contribute to team effectiveness
	FWPCOR2201	Work effectively in the forest and forest products industry
	FWPCOR2202	Communicate and interact effectively in the workplace
	FWPCOR3201	Implement safety, health and environment policies and procedures
	FWPCOT3204	Prepare and interpret sketches and drawings
	FWPCOT3211	Maintain sawdoctoring tools
	FWPCOT3233	Sharpen and align blades and knives
	FWPCOT3247	Select timber for forestry operations
	FWPSAW3228	Apply principles of blade design to sawing procedures
	MEM05006C	Perform brazing and/or silver soldering

ELECTIVE UNITS

Field	Unit Code	Unit Title
Sawdoctoring	FWPCOT3201	Hand sharpen knives and blades
	FWPCOT3210	Sharpen cutting tools
	FWPCOT3212	Replace saws, blades and guides
	FWPCOT3213	Manufacture cutting tools
	FWPCOT3215	Swage and shape saw blades
	FWPCOT3216	Assess and maintain saw performance
	FWPCOT3217	Assess and maintain cutter performance

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	FWPCOT3237	Produce templates
	FWPCOT3263	Maintain and contribute to energy efficiency
	FWPSAW3207	Sharpen band saws
	FWPSAW3208	Sharpen circular saws
	FWPSAW3209	Align sawing production systems
	FWPSAW3210	File and set saws
	FWPSAW3211	Recondition guides
	FWPSAW3212	Sharpen tipped circular saws
	FWPSAW3213	Level and tension circular saws
	FWPSAW3214	Join band saw blades
	FWPSAW3217	Hard face saw teeth
	FWPSAW3218	Replace tungsten tips
	FWPSAW3219	Replace stellite tips
	FWPSAW3220	Maintain wide band saw blades
	FWPSAW3221	Profile saw blanks
	FWPSAW3222	Recondition band mill wheels
	FWPSAW3225	Maintain frame saw blades
	MEM05004C	Perform routine oxyacetylene welding
	MEM05049B	Perform routine gas tungsten arc welding
	MEM05050B	Perform routine gas metal arc welding

Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status

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FWP30716 Certificate III in Sawdoctoring	FPI30711 Certificate III in Sawdoctoring (Release 3)	Updated to meet Standards for Training Packages	Equivalent qualification

Links

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

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FWP30816 Certificate III in Woodmachining

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Qualification Description

This qualification is designed for job roles in the sawmilling and processing sector of the forest and forest products industry.

Job roles

This qualification has one employment pathway for typical operational environments of sawmilling and processing. This is:

- Wood Machinist

Licensing, legislative, regulatory, or certification requirements may apply to units in this qualification in some states & territories at the time of publication and may differ according to jurisdiction.

Some imported units in the elective bank may be subject to licensing, legislative, regulatory, or certification requirements. These units must be implemented in line with the licensing requirements outlined in the unit's parent Training Package.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 27 units of competency:
  - 9 core units plus
  - 18 elective units.

Elective units must ensure the integrity of the qualification's Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

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- 13 units from Group A
- 5 units from Group B, the total of which can include up to 2 units recommended for packaging at Certificate II, III or IV level from this or any other endorsed Training Package or state/territory accredited course.

Elective units must be relevant to work undertaken in the sawmilling and processing sector of the industry.

Core Units

BSBFLM312	Contribute to team effectiveness
FWPCOR2201	Work effectively in the forest and forest products industry
FWPCOR2202	Communicate and interact effectively in the workplace
FWPCOR3201	Implement safety, health and environment policies and procedures
FWPCOR3202	Conduct quality and product care procedures
FWPCOT3201	Hand sharpen knives and blades
FWPCOT3204	Prepare and interpret sketches and drawings
FWPCOT3247	Select timber for forestry operations
FWPSAW3228	Apply principles of blade design to sawing procedures

Elective Units

Group A

Sawing Operations

FWPCOT2207	Dress boards and timber
FWPCOT2208	Resaw boards and timber
FWPCOT3206	Cut material using high speed optimiser
FWPCOT3207	Set up, operate and maintain finger jointing operations
FWPCOT3209	Set up, operate and maintain end matching operations
FWPCOT3214	Take off material quantities
FWPCOT3239	Create drawings using computer aided design systems

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FWPCOT3265	Cut timber or engineered wood product to profile
FWPCOT3266	Dress timber using multi-headed machines
FWPTMM2202	Machine material
FWPTMM3202	Manufacture using joinery machines

Sawdoctoring

FWPCOT3210	Sharpen cutting tools
FWPCOT3212	Replace saws, blades and guides
FWPCOT3213	Manufacture cutting tools
FWPCOT3216	Assess and maintain saw performance
FWPCOT3217	Assess and maintain cutter performance
FWPCOT3233	Sharpen and align blades and knives
FWPCOT3237	Produce templates
FWPSAW3208	Sharpen circular saws
FWPSAW3210	File and set saws
FWPSAW3213	Level and tension circular saws
FWPSAW3218	Replace tungsten tips

Group B

Sawing Operations

FWPCOT2205	Tail out materials
FWPCOT2219	Use hand-held tools
FWPCOT2232	Cut material to shape using a saw

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FWPCOT3234	Cut material using CNC sizing machines
FWPCOT3235	Machine material using CNC machining and processing centres
FWPSAW3226	Saw logs using CNC optimising systems
FWPTMM3201	Convert timber
FWPWPP2210	Cut panels to profile

Timber Products

FWPCOT2224	Band edges of panels
FWPTMM4203	Install and commission CNC software

Safety and Quality Processes

FWPCOT3263	Maintain and contribute to energy efficiency

Timber Grading and Testing

Select a maximum of 2 of the following

FWPCOT2212	Grade hardwood sawn and milled products
FWPCOT2213	Grade softwood sawn and milled products
FWPCOT2214	Grade cypress sawn and milled products
FWPCOT2215	Visually stress grade hardwood
FWPCOT2216	Visually stress grade softwood
FWPCOT2217	Visually stress grade cypress

Administration and Business

BSBWOR204	Use business technology

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FWPTMM3203	Estimate and cost job

Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWP30816 Certificate III in Woodmachining Release 2	FWP30816 Certificate III in Woodmachining Release 1	Updated to include revised units and superseded and deleted imported units	Equivalent qualification

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWP30916 Certificate III in Timber Truss and Frame Design and Manufacture

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Qualification Description

This qualification is designed for job roles in the timber truss and frame sector of the forest and forest products industry.

The outcome of this qualification can satisfy entry requirements into FWP40416 Certificate IV in Timber Truss and Frame Design by completing the following elective units:

- FWPCOT3204 Prepare and interpret sketches and drawings
- FWPCOT3214 Take off material quantities
- FWPCOT3218 Quote and interpret from manufactured timber product plans
- FWPCOT3220 Quote and interpret from computerised timber manufactured product plans
- FWPCOT3239 Create drawings using computer aided design systems

Plus at least one of the following specialist design units:

- FWPTMM3204 Interpret designs to prepare timber roof truss drawings and documents using computers
- FWPTMM3205 Interpret designs to prepare timber floor system drawings and documents using computers
- FWPTMM3206 Interpret designs to prepare timber wall frame drawings and documents using computers

Job roles

This qualification satisfies employment pathways for typical operational environments of timber truss and frame design, including:

- Designer (Timber truss and frame)
- Production fabricator (Timber truss and frame)

Licensing, legislative, regulatory, or certification requirements may apply to units in this qualification in some states & territories at the time of publication and may differ according to jurisdiction.

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Some imported units in the elective bank may be subject to licensing, legislative, regulatory, or certification requirements. These units must be implemented in line with the licensing requirements outlined in the unit's parent Training Package.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 13 units of competency:
  - 5 core units plus
  - 8 elective units.

Elective units must ensure the integrity of the qualification's Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- 8 units of competency from the elective groups A, B or C, the total of which can include up to 2 units recommended for packaging at Certificate II, Certificate III or Certificate IV in any endorsed Training Package or State/Territory accredited course

Elective units must be relevant to work undertaken in the timber truss and frame sector of the industry.

Core Units

BSBFLM312	Contribute to team effectiveness
FWPCOR2201	Work effectively in the forest and forest products industry
FWPCOR2202	Communicate and interact effectively in the workplace
FWPCOR3201	Implement safety, health and environment policies and procedures
FWPCOR3202	Conduct quality and product care procedures

Elective Units

Group A

Specialist Design

FWPTMM3204	Interpret designs to prepare timber roof truss drawings and documents using computers

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FWPTMM3205	Interpret designs to prepare timber floor system drawings and documents using computers
FWPTMM3206	Interpret designs to prepare timber wall frame drawings and documents using computers

Group B

Forest

FWPCOT3204	Prepare and interpret sketches and drawings
FWPCOT3214	Take off material quantities
FWPCOT3218	Quote and interpret from manufactured timber product plans
FWPCOT3220	Quote and interpret from computerised timber manufactured product plans
FWPCOT3239	Create drawings using computer aided design systems
FWPCOT4202	Design timber structures

Construction

CPCCBC4001A	Apply building codes and standards to the construction process for low rise building projects

Group C

Forest

FWPCOR3204	Visually assess materials
FWPCOT2235	Assess timber for manufacturing potential
FWPCOT3234	Cut material using CNC sizing machines
FWPCOT3235	Machine material using CNC machining and processing centres
FWPCOT3236	Coordinate stock control procedures
FWPCOT3241	Assemble timber wall frames

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FWPCOT3242	Lay up timber roof trusses
FWPCOT3243	Operate a truss press
FWPCOT3264	Build and maintain timber stacks
FWPCOT4203	Plan and coordinate product assembly
FWPCOT4204	Schedule and coordinate load shifting
FWPTMM2203	Read and interpret timber truss, floor and/or frame fabrication plans
FWPTMM3207	Set up timber floor trusses

Business

BSBCUS301	Deliver and monitor a service to customers
BSBCUS402	Address customer needs
BSBFLM305	Support operational plan
BSBINM301	Organise workplace information

Construction

CPCCBC4014A	Prepare simple building sketches and drawings
CPCCCM1015A	Carry out measurements and calculations
FWPTMM3209	Install prefabricated timber building systems on-site

Health and Safety

HLTAID003	Provide first aid
HLTAID006	Provide advanced first aid

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Manufacturing

FWPCOT3263	Maintain and contribute to energy efficiency
FWPTMM3208	Apply critical workplace processes in the manufacture of prefabricated timber building systems
MSMSUP390	Use structured problem-solving tools
MSS402001	Apply competitive systems and practices
MSS403032	Analyse manual handling processes
MSS403087	Mistake proof an operational process

Training

TAEDEL301	Provide work skill instruction

Transport

TLIA3018	Organise despatch operations

Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWP30916 Certificate III in Timber Truss and Frame Design and Manufacture Release 2	FWP30916 Certificate III in Timber Truss and Frame Design and Manufacture Release 1	Updated to include revised units and superseded and deleted imported units	Equivalent qualification

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWP40116 Certificate IV in Forest Operations

Modification History

Release	Comments
Release 1	This qualification first released with FWP Forest and Wood Products Training Package Release 2.0. It is equivalent to FPI40111 Certificate IV in Forest Operations (Release 4)

Qualification Description

This qualification is designed for job roles in the forest operations sector of the forest and forest products industry.

Job roles

This qualification has eight employment pathways for typical forest operations environments. These are:

- Arboriculture Supervisor
- Farm Forestry Supervisor
- Forestry Supervisor
- Forestry Operations Supervisor
- Harvesting Supervisor
- Harvesting Team Leader
- Propagation and Stand Health Supervisor
- Tree Farm Supervisor

Licensing, legislative, regulatory, or certification requirements may apply to units in this qualification in some states & territories at the time of publication and may differ according to jurisdiction.

Some imported units in the elective bank may be subject to licensing, legislative, regulatory, or certification requirements. These units must be implemented in line with the licensing requirements outlined in the unit's parent Training Package.

Entry Requirements

There are no entry requirements for this qualification.

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Packaging Rules

To be awarded the FWP40116 Certificate IV in Forest Operations, competency must be achieved in **fourteen (14)** units of competency.

five (5) core units of competency

nine (9) units of competency from the elective group, consisting of:

- 2 units from Group A
- 7 units from Group A and/or Group B, the total of which can include up to 2 units recommended for packaging at Certificate III, IV or Diploma level from this or any other endorsed Training Package or state/territory accredited course.

Elective units must be relevant to work undertaken in the forest operations sector of the industry.

CORE UNITS

Field	Unit Code	Unit Title
Core	BSBLED401	Develop teams and individuals
	FWPCOR3203	Evaluate fire potential and prevention
	FWPCOR4201	Monitor safety, health and environment policies and procedures
	FWPCOR4202	Monitor and review forestry operations
	FWPCOR4203	Monitor quality and product care procedures

GROUP A ELECTIVE UNITS

Field	Unit Code	Unit Title
Fire Control	PUAFIR511	Conduct complex prescribed burns
		Prerequisite PUAFIR303B Suppress wildfire
	PUAFIR513	Develop complex prescribed burn plans
		Prerequisite PUAFIR303B Suppress wildfire
	PUAOPE001B	Supervise response
		Prerequisite

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		PUAFIR302B Suppress urban fire OR PUAFIR303B Suppress wildfire (Fire specific)
Breeding & Propagation	AHCNSY402A	Plan a propagation program
Site Establishment & Maintenance	AHCNAR402A	Plan the implementation of revegetation works
	AHCILM401A	Protect places of cultural significance
	AHCIRG406A	Plan on-site irrigation system installation and construction work
	FWPFGM4201	Implement a forest establishment plan
	FWPFGM4207	Conduct a forest site assessment
	FWPFGM4208	Plan a quarry
	FWPFGM4209	Interpret and use aerial photographs for forest management
	PSPGOV521A	Collect statistical data
Tree Growing & Maintenance	AHCCHM402A	Plan and implement a chemical use program
	AHCPMG402A	Develop a pest management action plan within a local area
	FWPFGM4202	Manage stand health
	FWPFGM4203	Design plantations
	FWPFGM4204	Conduct a pests and diseases assessment
	FWPFGM4205	Monitor regeneration rates
	FWPFGM4206	Conduct a wood volume and yield assessment
Harvesting	FWPHAR4201	Apply tree jacking techniques

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Operations	FWPHAR4202	Coordinate log recovery (hook tender)
	FWPHAR4203	Design log landings and snig tracks
	FWPHAR4204	Plan and coordinate fire salvage operations
	FWPHAR4205	Implement harvesting plans
Machinery & Equipment	AHCMOM402A	Supervise maintenance of machinery and equipment
GROUP B ELECTIVE UNITS		
Field	**Unit Code**	**Unit Title**
Safety & Quality Processes	BSBMGT403	Implement continuous improvement
	BSBRSK401	Identify risk and apply risk management processes
	HLTAID003	Provide first aid
	HLTAID008	Manage first aid services and resources
	HLTAID006	Provide advanced first aid
	PUALAW002B	Conduct initial investigation at incident scene
	TLIF4007	Implement and coordinate accident-emergency procedures
	MSS015011A	Conduct a sustainability energy audit
	MSS405070A	Develop sustainable energy practices
Administration & Business	BSBINM401	Implement workplace information system
	BSBITS401	Maintain business technology
	BSBPMG416	Apply project procurement procedures
	BSBWRT401	Write complex documents
	FWPFGM4210	Prepare a tender

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	TLIR4002	Source goods/services and evaluate contractors
Communication & Relationships	BSBCUS401	Coordinate implementation of customer service strategies
	BSBLDR402	Lead effective workplace relationships
	BSBLDR403	Lead team effectiveness
	PUACOM012B	Liaise with media at a local level
	SITTPPD402	Develop interpretive activities
Training & Assessment	BSBCMM401	Make a presentation
	TAEASS401B	Plan assessment activities and processes
	TAEASS402B	Assess competence
	TAEASS403B	Participate in assessment validation
	TAEDEL301A	Provide work skill instruction
	TAEDEL401A	Plan, organise and deliver group-based learning
	TAEDES401A	Design and develop learning programs
	TAEDES402A	Use training packages and accredited courses to meet client needs
Planning & Analysis	BSBMGT402	Implement operational plan
	BSBRES401	Analyse and present research information
	BSBSMB404	Undertake small business planning
	BSBWOR301	Organise personal work priorities and development

Qualification Mapping Information

Code and title	Code and title	Comments	Equivalence status

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current version	**previous version**		
FWP40116 Certificate IV in Forest Operations	FPI40111 Certificate IV in Forest Operations (Release 4)	Updated to meet Standards for Training Packages	Equivalent qualification

Links

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

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FWP40216 Certificate IV in Timber Processing

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Qualification Description

This qualification is designed for job roles in the timber processing and production sector of the forest and forest products industry.

Job roles

This qualification has eight employment pathways for typical forest operations environments. These are:

- Customer Service Manager (Wholesale)
- Sawmill Supervisor
- Production Supervisor
- Treatment Plant Supervisor
- Timber Advisor Supervisor
- Timber Manufacturing Supervisor
- Timber Supervisor (Wholesale)

Licensing, legislative, regulatory, or certification requirements may apply to units in this qualification in some states & territories at the time of publication and may differ according to jurisdiction.

Some imported units in the elective bank may be subject to licensing, legislative, regulatory, or certification requirements. These units must be implemented in line with the licensing requirements outlined in the unit's parent Training Package.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

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- 14 units of competency:
  - 3 core units plus
  - 11 elective units.

Elective units must ensure the integrity of the qualification's Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- 3 units from Group A
- 8 units from Group A and/or Group B, the total of which can include up to 2 units recommended for packaging at Certificate III, IV or Diploma level from this or any other endorsed Training Package or state/territory accredited course.

Elective units must be relevant to work undertaken in the timber processing and production sectors of the industry, including sawmilling and processing, wood panel products, timber manufactured products and timber merchandising.

Core Units

BSBLED401	Develop teams and individuals
FWPCOR4201	Monitor safety, health and environment policies and procedures
FWPCOR4203	Monitor quality and product care procedures

Elective Units

Group A

Logyard and/or Material Preparation

FWPCOT4205	Coordinate log debarking operations

Sawing Operations

FWPSAW4202	Plan and monitor saw log operations
FWPSAW4205	Plan and monitor timber conversion

Sawdoctoring

FWPCOT3216	Assess and maintain saw performance
FWPCOT3217	Assess and maintain cutter performance

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Timber Treatment & Drying

FWPCOT4206	Plan and coordinate boiler operations
FWPCOT4207	Plan and coordinate heat plant operations
FWPSAW4201	Plan and monitor timber treatment plant operations
FWPSAW4203	Coordinate timber drying operations

Grading & Testing

FWPTMM4204	Sample and test products to specifications
FWPWPP4202	Perform laboratory testing
PSPGEN062	Collect statistical data

Board & Veneer Production

FWPWPP4203	Plan and coordinate engineered wood panel production

Trusses & Frames

FWPCOT4201	Produce complex truss and frame plans and details using computers
FWPCOT4202	Design timber structures

Timber Products

FWPCOT4203	Plan and coordinate product assembly
FWPTMM4202	Diagnose and calculate production costs
FWPTMM4203	Install and commission CNC software

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FWPTMM4208	Construct prototypes and samples for timber structures

Retail

SIRRINV002	Control stock
SIRRMER003	Coordinate visual merchandising activities
SIRXSLS003	Achieve sales results
SITXCCS008	Develop and manage quality customer service practices
TLIR4002	Source goods/services and evaluate contractors

Machinery & Equipment

AHCMOM402	Supervise maintenance of property, machinery and equipment
TLIC4006	Drive multi-combination vehicle

Competitive Manufacturing

MSS403001	Review competitive systems and practices
MSS403010	Facilitate change in an organisation implementing competitive systems and practices

Group B

Load Handling

FWPCOT4204	Schedule and coordinate load shifting
TLID4032	Plan and conduct specialised lift

Safety & Quality Processes

BSBMGT403	Implement continuous improvement
BSBRSK401	Identify risk and apply risk management processes

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HLTAID006	Provide advanced first aid
HLTAID008	Manage first aid services and resources
MSS015011	Conduct a sustainability energy audit
MSS405086	Develop sustainable energy practices
TLIF4007	Implement and coordinate accident-emergency procedures

Administration & Business

BSBCUS401	Coordinate implementation of customer service strategies
BSBINM401	Implement workplace information system
BSBITS411	Maintain and implement digital technology
BSBLDR402	Lead effective workplace relationships
BSBLDR403	Lead team effectiveness
BSBPMG416	Apply project procurement procedures
BSBSMB421	Manage small business finances
BSBWRT401	Write complex documents
LGACOM409A	Prepare tender documentation

Training & Assessment

BSBCMM401	Make a presentation
TAEASS401	Plan assessment activities and processes
TAEASS402	Assess competence
TAEASS403	Participate in assessment validation
TAEDEL301	Provide work skill instruction
TAEDEL401	Plan, organise and deliver group-based learning

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TAEDEL402	Plan, organise and facilitate learning in the workplace
TAEDES401	Design and develop learning programs
TAEDES402	Use training packages and accredited courses to meet client needs

Planning & Analysis

BSBMGT402	Implement operational plan
BSBRES411	Analyse and present research information
BSBSMB404	Undertake small business planning
BSBWOR301	Organise personal work priorities and development

Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWP40216 Certificate IV in Timber Processing Release 2	FWP40216 Certificate IV in Timber Processing Release 1	Updated to include revised units and superseded and deleted imported units	Equivalent qualification

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWP40316 Certificate IV in Timber Truss and Frame Manufacture

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Qualification Description

This qualification is designed for job roles in the timber truss and frame sector of the forest and forest products industry.

Job roles

This qualification has one employment pathway for typical truss and frame manufacturing environments. This is:

- Production Supervisor (Timber truss and frame)

Licensing, legislative, regulatory, or certification requirements may apply to units in this qualification in some states & territories at the time of publication and may differ according to jurisdiction.

Some imported units in the elective bank may be subject to licensing, legislative, regulatory, or certification requirements. These units must be implemented in line with the licensing requirements outlined in the unit's parent Training Package.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 17 units of competency:
  - 3 core units plus
  - 14 elective units.

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Elective units must ensure the integrity of the qualification's Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- 14 units of competency from the elective group, the total of which can include up to 3 units recommended for packaging at Certificate III, IV or Diploma level from this or any other endorsed Training Package or state/territory accredited course.

Elective units must be relevant to work undertaken in the timber truss and frame sector of the industry, including sawmilling and processing, wood panel products, timber manufactured products and timber merchandising.

Core Units

BSBLED401	Develop teams and individuals
FWPCOR4201	Monitor safety, health and environment policies and procedures
FWPCOR4203	Monitor quality and product care procedures

Elective Units

Forest

FWPCOT3239	Create drawings using computer aided design systems
FWPCOT4202	Design timber structures
FWPCOT4203	Plan and coordinate product assembly
FWPTMM4202	Diagnose and calculate production costs
FWPTMM4203	Install and commission CNC software
FWPTMM4205	Prepare and advise on a broad range of timber roof truss details using computers
FWPTMM4206	Prepare and advise on a broad range of timber floor system details using computers
FWPTMM4207	Prepare and advise on a broad range of timber wall frame details using computers
FWPTMM4208	Construct prototypes and samples for timber structures

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Business

BSBCMM401	Make a presentation
BSBCUS401	Coordinate implementation of customer service strategies
BSBCUS501	Manage quality customer service
BSBINM401	Implement workplace information system
BSBITS411	Maintain and implement digital technology
BSBLED501	Develop a workplace learning environment
BSBMGT402	Implement operational plan
BSBPMG415	Apply project risk management techniques
BSBPMG522	Undertake project work

Construction

CPCCBC4001A	Apply building codes and standards to the construction process for low rise building projects
CPCCBC4004A	Identify and produce estimated costs for building and construction projects
CPCCBC4005A	Produce labour and material schedules for ordering
CPCCBC4024A	Resolve business disputes
CPCCCA3006B	Erect roof trusses
CPCCSV5010A	Interact with clients in a regulated environment
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry
CPCSUS4001A	Implement and monitor environmentally sustainable work practices

Visual Arts, Crafts and Design

CUADES403	Research and apply techniques in spatial design

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Health and Safety

HLTAID006	Provide advanced first aid
HLTAID008	Manage first aid services and resources

Manufacturing

MSMSUP390	Use structured problem-solving tools
MSMSUP404	Coordinate maintenance
MSS015011	Conduct a sustainability energy audit
MSS402050	Monitor process capability
MSS403001	Review competitive systems and practices
MSS403010	Facilitate change in an organisation implementing competitive systems and practices
MSS404060	Facilitate the use of planning software systems in a work area or team
MSS404082	Assist in implementing a proactive maintenance strategy
MSS404084	Undertake process capability improvements
MSS405086	Develop sustainable energy practices

Training

TAEASS401	Plan assessment activities and processes
TAEASS402	Assess competence
TAEDEL401	Plan, organise and deliver group-based learning
TAEDEL402	Plan, organise and facilitate learning in the workplace

Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status

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Code and title current version	Code and title previous version	Comments	Equivalence status
FWP40316 Certificate IV in Timber Truss and Frame Manufacture Release 2	FWP40316 Certificate IV in Timber Truss and Frame Manufacture Release 1	Updated to include revised units and superseded and deleted imported units	Equivalent qualification

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWP40416 Certificate IV in Timber Truss and Frame Design

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Qualification Description

This qualification is designed for job roles in the timber timber truss and frame sector sector of the forest and forest products industry.

Job roles

This qualification has one employment pathway for typical truss and frame manufacturing environments. This is:

- Designer (Timber truss and frame)

Licensing, legislative, regulatory, or certification requirements may apply to units in this qualification in some states & territories at the time of publication and may differ according to jurisdiction.

Some imported units in the elective bank may be subject to licensing, legislative, regulatory, or certification requirements. These units must be implemented in line with the licensing requirements outlined in the unit's parent Training Package.

The outcome of this qualification can satisfy the entry requirement into FWP50316 Diploma of Timber Truss and Frame Design. For those seeking a pathway into that qualification, the entry requirement is the successful achievement of the following units, or demonstration of equivalent competence:

- FWPCOT4202 Design timber structures
- FWPTMM4201 Construct prototypes and samples
- MSAPMSUP390A Use structured problem solving tools
- CPCCBC4001A Apply building codes and standards to the construction process for low rise building projects
- CPCSUS4001A Implement and monitor environmentally sustainable work practices.

Plus at least one of the following units:

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- FWPTMM4205 Prepare and advise on a broad range of timber roof truss details using computers
- FWPTMM4206 Prepare and advise on a broad range of timber floor system
- FWPTMM4207 Prepare and advise on a broad range of timber wall frame details using computers.

Entry Requirements

The entry requirement for this qualification is the successful achievement of the following units contained in FWP30916 Certificate III Timber Truss and Frame Design and Manufacture or demonstration of equivalent competence:

- FWPCOT3204 Prepare and interpret sketches and drawings
- FWPCOT3214 Take off material quantities
- FWPCOT3218 Quote and interpret from manufactured timber product plans
- FWPCOT3220 Quote and interpret from computerised timber manufactured product plans
- FWPCOT3239 Create drawings using computer aided design systems.

Plus at least one of the following units:

- FWPTMM3204 Interpret designs to prepare timber roof truss drawings and documents using computers
- FWPTMM3205 Interpret designs to prepare timber floor system drawings and documents using computers
- FWPTMM3206 Interpret designs to prepare timber wall frame drawings and documents using computers.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 17 units of competency:
  - 3 core units plus
  - 14 elective units.

Elective units must ensure the integrity of the qualification's Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- at least 1 unit from Group A
- at least 5 units from Group A and /or Group B
- the remaining units from Group A, B or C, the total of which may also include up to 3 units recommended for packaging at Certificate III, IV or Diploma level from this or any other endorsed Training Package or state/territory accredited course.

Elective units must be relevant to work undertaken in the truss and frame industry.

Core Units

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BSBLED401	Develop teams and individuals
FWPCOR4201	Monitor safety, health and environment policies and procedures
FWPCOR4203	Monitor quality and product care procedures

Elective Units

Group A

Forest

FWPTMM4205	Prepare and advise on a broad range of timber roof truss details using computers
FWPTMM4206	Prepare and advise on a broad range of timber floor system details using computers
FWPTMM4207	Prepare and advise on a broad range of timber wall frame details using computers

Group B

Forest

FWPCOT4202	Design timber structures
FWPTMM4208	Construct prototypes and samples for timber structures

Business

BSBLED501	Develop a workplace learning environment

Manufacturing

MSMSUP390	Use structured problem-solving tools
MSS015011	Conduct a sustainability energy audit
MSS405086	Develop sustainable energy practices

Construction

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CPCCBC4001A	Apply building codes and standards to the construction process for low rise building projects
CPCSUS4001A	Implement and monitor environmentally sustainable work practices

Group C

Forest

FWPCOT4203	Plan and coordinate product assembly
FWPTMM4202	Diagnose and calculate production costs
FWPTMM4203	Install and commission CNC software

Business

BSBCMM401	Make a presentation
BSBCUS401	Coordinate implementation of customer service strategies
BSBINM401	Implement workplace information system
BSBITS411	Maintain and implement digital technology
BSBMGT402	Implement operational plan
BSBPMG415	Apply project risk management techniques
BSBPMG522	Undertake project work

Construction

CPCCBC4004A	Identify and produce estimated costs for building and construction projects
CPCCBC4005A	Produce labour and material schedules for ordering
CPCCBC4024A	Resolve business disputes
CPCCCA3006B	Erect roof trusses

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CPCCSV5010A	Interact with clients in a regulated environment
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry

Visual Arts, Crafts and Design

CUADES403	Research and apply techniques in spatial design

Health and Safety

HLTAID006	Provide advanced first aid
HLTAID008	Manage first aid services and resources

Manufacturing

MSMSUP404	Coordinate maintenance
MSS402050	Monitor process capability
MSS403001	Review competitive systems and practices
MSS403010	Facilitate change in an organisation implementing competitive systems and practices
MSS404060	Facilitate the use of planning software systems in a work area or team
MSS404082	Assist in implementing a proactive maintenance strategy
MSS404084	Undertake process capability improvements

Training

TAEASS401	Plan assessment activities and processes
TAEASS402	Assess competence
TAEDEL401	Plan, organise and deliver group-based learning
TAEDEL402	Plan, organise and facilitate learning in the workplace

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Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWP40416 Certificate IV in Timber Truss and Frame Design Release 2	FWP40416 Certificate IV in Timber Truss and Frame Design Release 1	Updated to include revised units and superseded and deleted imported units	Equivalent qualification

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWP50116 Diploma of Forest and Forest Products

Modification History

Release	Comments
Release 3	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Qualification Description

This qualification is designed for job roles in the forest and forest products industry.

Job roles

This qualification has twelve employment pathway for typical management environments of forest and forest products industries. These are:

- Arboriculture Manager
- Forest Manager
- Forestry Manager
- Harvesting Manager
- Nursery Manager
- Plantation Establishment Manager
- Plantation Manager
- Production Manager
- Sawmill Manager
- Timber Advisory Manager
- Timber Manufacturing Manager
- Tree Farm Manager

Licensing, legislative, regulatory, or certification requirements may apply to units in this qualification in some states & territories at the time of publication and may differ according to jurisdiction.

Some imported units in the elective bank may be subject to licensing, legislative, regulatory, or certification requirements. These units must be implemented in line with the licensing requirements outlined in the unit's parent Training Package.

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Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 15 units of competency:
  - 6 core units plus
  - 9 elective units.

Elective units must ensure the integrity of the qualification's Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- 5 units from Group A
- 4 units from Group A and /or Group B, the total of which may also include up to 2 units recommended for packaging at Certificate IV, Diploma or Advanced Diploma level from this or any other endorsed Training Package or state/territory accredited course.

Elective units must be relevant to work undertaken in the forest and wood products industry.

Core Units

BSBCUS501	Manage quality customer service
BSBMGT502	Manage people performance
BSBMGT516	Facilitate continuous improvement
BSBWHS503	Contribute to the systematic management of WHS risk
BSBWOR501	Manage personal work priorities and professional development
BSBWOR502	Lead and manage team effectiveness

Elective Units

An asterisk (*) next to the unit code indicates that there are prerequisite requirements which must be met when packaging the qualification. Please refer to the Prerequisite requirements table for details.

Group A

Fire Control

PUALAW001 B	Protect and preserve incident scene

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PUAOPE016A *	Manage a multi-team sector
PUAFIR501B *	Conduct fire investigation and analysis activities
PUAFIR509B	Implement prevention strategies
PUAOPE007B *	Command agency personnel within a multi-agency emergency response

Breeding & Propagation

AHCPHT503	Manage a controlled growing environment
FWPFGM5212	Manage genetic resources
FWPFGM5215	Breed Trees

Site Establishment & Maintenance

AHCIRG503	Design irrigation, drainage and water treatment systems
AHCWAT502	Manage water systems
FWPFGM5201	Plan and manage an inventory program
FWPCOT5206	Implement forestry chain of custody certification system
FWPFGM5208	Manage road construction and maintenance
FWPFGM5214	Develop a native forest regeneration plan
FWPFGM5217	Promote plantations as a sustainable form of land use
LGAPLEM404A	Prepare and present geographic information systems data
LGAPLEM612B	Protect heritage and cultural assets

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Tree Growing & Maintenance

AHCPGD402	Plan a plant establishment program
AHCPMG507	Develop a regional pest management plan
AHCNSY401	Plan a growing-on program
AHCNSY402	Plan a propagation program
AHCWRK505	Manage trial and research material
FWPCOT5205	Develop biohazard contingency plans
FWPFGM5210	Manage tending operations in a native forest
FWPFGM5211	Coordinate stand nutrition
FWPFGM5213	Coordinate plantation tending operations
FWPFGM5216	Manage coupe planning

Harvesting

FWPCOT5209	Manage tree harvesting to minimise environmental impact
FWPHAR5201	Design harvesting plans

Timber Products & Processes

FWPCOT4201	Produce complex truss and frame plans and details using computers
FWPCOT4202	Design timber structures
FWPCOT4204	Schedule and coordinate load shifting
FWPCOT4205	Coordinate log debarking operations
FWPCOT4206	Plan and coordinate boiler operations

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FWPCOT4207	Plan and coordinate heat plant operations
FWPCOT5207	Implement sustainability in the workplace
FWPFGM5219	Undertake carbon stock sampling of forests and plantations
FWPSAW4201	Plan and monitor timber treatment plant operations
FWPSAW4202	Plan and monitor saw log operations
FWPSAW4203	Coordinate timber drying operations
FWPSAW4205	Plan and monitor timber conversion
FWPTMM4202	Diagnose and calculate production costs
FWPTMM4203	Install and commission CNC software
FWPTMM4204	Sample and test products to specifications
FWPTMM5202	Develop, trial and evaluate prototypes
FWPTMM5203	Generate and transfer complex computer-aided drawings and specifications
FWPTMM5205	Optimise CNC operations
FWPTMM5206	Plan production
FWPTMM5207	Assess timber product designs for feasibility
FWPTMM5208	Manage timber product design
FWPWPP4202	Perform laboratory testing
FWPWPP4203	Plan and coordinate engineered wood panel production

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Competitive Manufacturing

MSS405001	Develop competitive systems and practices for an organisation
MSS405004	Develop business plans in an organisation implementing competitive systems and practices

Group B

Machinery & Equipment

FWPCOT5203	Manage installation and commissioning of equipment
FWPCOT5204	Organise enterprise maintenance programs

Safety & Quality Processes

AHCCHM401	Develop procedures to minimise risks in the use of chemicals
BSBRSK501	Manage risk
BSBSUS501	Develop workplace policy and procedures for sustainability
FWPCOT5201	Implement sustainable forestry practices
PUAOPE016A*	Manage a multi-team sector
MSS015011	Conduct a sustainability energy audit
MSS405086	Develop sustainable energy practices

Administration & Business

BSBAUD501	Initiate a quality audit
BSBFIM501	Manage budgets and financial plans
BSBINM501	Manage an information or knowledge management system

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LGACOM401A	Administer contracts
LGACOM409A	Prepare tender documentation

Planning & Analysis

BSBINN502	Build and sustain an innovative work environment
BSBMGT517	Manage operational plan
BSBPMG522	Undertake project work
FWPCOT6209	Manage forest and wood products industry research
PSPGEN062	Collect statistical data

Training & Assessment

BSBLED501	Develop a workplace learning environment

Communication & Relationships

AHCBUS502	Market products and services
FWPCOT5202	Manage forestry information and interpretations programs
FWPCOT5208	Build and maintain community relationships
LGACOM502B	Devise and conduct community consultations

Prerequisite requirements

Units listed in the *Prerequisite requirement* column that have their own prerequisite requirements are shown with an asterisk (*)

Unit of competency	**Prerequisite requirement**
PUAFIR501B* Conduct fire investigation and analysis activities	PUALAW001B Protect and preserve incident scene

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PUAOPE007B Command agency personnel within a multi-agency emergency response	PUAOPE012A Control a Level 1 incident PUAOPE015A Conduct briefings and debriefings
PUAOPE016A Manage a multi-team sector	PUAFIR302B Suppress urban fire OR PUAFIR303B Suppress wildfire

Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWP50116 Diploma of Forest and Forest Products Release 3	FWP50116 Diploma of Forest and Forest Products Release 2	Updated to include revised units and superseded and deleted imported units	Equivalent qualification

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWP50216 Diploma of Timber Truss and Frame Manufacture

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Qualification Description

This qualification is designed for job roles in the timber truss and frame sector of the forest and wood products industry

Job roles

This qualification has one employment pathway for typical management environments of forest and wood products industries. This is:

- Production Manager (Timber truss and frame)

Licensing, legislative, regulatory, or certification requirements may apply to units in this qualification in some states & territories at the time of publication and may differ according to jurisdiction.

Some imported units in the elective bank may be subject to licensing, legislative, regulatory, or certification requirements. These units must be implemented in line with the licensing requirements outlined in the unit's parent Training Package.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 19 units of competency:
  - 5 core units plus
  - 14 elective units.

Elective units must ensure the integrity of the qualification's Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

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- 14units of competency from the elective group, the total of which may include up to 3 units recommended for packaging at Certificate IV, Diploma or Advanced Diploma level from this or any other endorsed Training Package or state/territory accredited course.

Elective units must be relevant to work undertaken in the timber truss and frame industry.

Core Units

BSBCUS501	Manage quality customer service
BSBMGT502	Manage people performance
BSBMGT516	Facilitate continuous improvement
BSBWHS503	Contribute to the systematic management of WHS risk
BSBWOR501	Manage personal work priorities and professional development

Elective Units

Forest

FWPCOT5203	Manage installation and commissioning of equipment
FWPCOT5204	Organise enterprise maintenance programs
FWPTMM4202	Diagnose and calculate production costs
FWPTMM5202	Develop, trial and evaluate prototypes
FWPTMM5203	Generate and transfer complex computer-aided drawings and specifications
FWPTMM5205	Optimise CNC operations
FWPTMM5206	Plan production
FWPTMM5207	Assess timber product designs for feasibility
FWPTMM5208	Manage timber product design

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Information and Communication

ICTICT308	Use advanced features of computer applications

Construction

CPCCSV5011A	Apply building codes and standards to residential buildings
CPCCSV5012A	Assess timber-framed designs for one and two storey buildings
CPCCSV5015A	Assess structural requirements for domestic scale buildings

Business

BSBAUD501	Initiate a quality audit
BSBINM501	Manage an information or knowledge management system
BSBLED501	Develop a workplace learning environment
BSBMGT517	Manage operational plan
BSBMKG501	Identify and evaluate marketing opportunities
BSBSUS501	Develop workplace policy and procedures for sustainability

Manufacturing

FWPTMM5210	Verify compliance and conformance of prefabricated timber building systems during manufacture
MSMSUP390	Use structured problem-solving tools
MSS015011	Conduct a sustainability energy audit
MSS402082	Apply cost factors to work practices
MSS404052	Apply statistics to operational processes

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MSS405001	Develop competitive systems and practices for an organisation
MSS405004	Develop business plans in an organisation implementing competitive systems and practices
MSS405030	Optimise cost of a product or service
MSS405031	Undertake value analysis of product or process costs in terms of customer requirements
MSS405075	Facilitate the development of a new product
MSS405085	Develop a documentation control strategy for an organisation
MSS405086	Develop sustainable energy practices

Qualification Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
FWP50216 Diploma of Timber Truss and Frame Manufacture Release 2	FWP50216 Diploma of Timber Truss and Frame Manufacture Release 1	Updated to include revised units and superseded and deleted imported units	Equivalent qualification

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWP50316 Diploma of Timber Truss and Frame Design

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Qualification Description

This qualification is designed for job roles in the timber truss and frame sector of the forest and wood products industry

Job roles

This qualification has one employment pathway for typical management environments of forest and wood products industries. This is:

- Designer (Timber truss and frame)

Licensing, legislative, regulatory, or certification requirements may apply to units in this qualification in some states & territories at the time of publication and may differ according to jurisdiction.

Some imported units in the elective bank may be subject to licensing, legislative, regulatory, or certification requirements. These units must be implemented in line with the licensing requirements outlined in the unit's parent Training Package.

Entry Requirements

The entry requirement for this qualification is the successful achievement of the following units contained in FWP40416 Certificate IV Timber Truss and Frame Design, or demonstration of equivalent competence:

- FWPCOT4202 Design timber structures
- FWPTMM4201 Construct prototypes and samples
- MSAPMSUP390A Use structured problem solving tools
- CPCCBC4001A Apply building codes and standards to the construction process for low-rise building projects
- CPCSUS4001A Implement and monitor environmentally sustainable work practices

Plus at least one of the following units:

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- FWPTMM4205 Prepare and advise on a broad range of timber roof truss details using computers
- FWPTMM4206 Prepare and advise on a broad range of timber floor system
- FWPTMM4207 Prepare and advise on a broad range of timber wall frame details using computers.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 19 units of competency:
  - 5 core units plus
  - 14 elective units.

Elective units must ensure the integrity of the qualification's Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- at least 5 units from Group A
- at least 6 units from Group B
- the remaining units from Group A and/or Group B, the total of which may include up to three units recommended for packaging at Certificate IV, Diploma or Advanced Diploma level from this or any other endorsed Training Package or state/territory accredited course.

Elective units must be relevant to work undertaken in the timber truss and frame industry.

Core Units

BSBCUS501	Manage quality customer service
BSBMGT502	Manage people performance
BSBMGT516	Facilitate continuous improvement
BSBWHS503	Contribute to the systematic management of WHS risk
BSBWOR501	Manage personal work priorities and professional development

Elective Units

Group A

Forest

FWPTMM5202	Develop, trial and evaluate prototypes
FWPTMM5203	Generate and transfer complex computer-aided drawings and specifications

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FWPTMM5207	Assess timber product designs for feasibility
FWPTMM5208	Manage timber product design
FWPTMM5209	Determine prefabricated timber building systems for compliance, manufacture and installation

Construction

CPCCSV5011A	Apply building codes and standards to residential buildings
CPCCSV5012A	Assess timber-framed designs for one and two storey buildings

Group B

Forest

FWPCOT5203	Manage installation and commissioning of equipment
FWPCOT5204	Organise enterprise maintenance programs
FWPTMM4202	Diagnose and calculate production costs
FWPTMM5205	Optimise CNC operations
FWPTMM5206	Plan production

Business

BSBAUD501	Initiate a quality audit
BSBINM501	Manage an information or knowledge management system
BSBLED501	Develop a workplace learning environment
BSBMGT517	Manage operational plan

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BSBMKG501	Identify and evaluate marketing opportunities
BSBSUS501	Develop workplace policy and procedures for sustainability

Construction

CPCCSV5015 A	Assess structural requirements for domestic scale buildings

Manufacturing

MSMSUP390	Use structured problem-solving tools
MSS015011	Conduct a sustainability energy audit
MSS402082	Apply cost factors to work practices
MSS404052	Apply statistics to operational processes
MSS405001	Develop competitive systems and practices for an organisation
MSS405004	Develop business plans in an organisation implementing competitive systems and practices
MSS405030	Optimise cost of a product or service
MSS405031	Undertake value analysis of product or process costs in terms of customer requirements
MSS405075	Facilitate the development of a new product
MSS405085	Develop a documentation control strategy for an organisation
MSS405086	Develop sustainable energy practices

Qualification Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status

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Code and title current version	Code and title previous version	Comments	Equivalence status
FWP50316 Diploma of Timber Truss and Frame Design Release 2	FWP50316 Diploma of Timber Truss and Frame Design Release 1	Updated to include revised units and superseded and deleted imported units	Equivalent qualification

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWP60116 Advanced Diploma of Forest Industry Sustainability

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 1.0.

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.

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Entry Requirements

There are no entry requirements

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 10 units of competency:
  - 2 core units plus
  - 8 elective units.

Elective units must ensure the integrity of the qualification's Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

Core Units

FWPCOR6201	Manage sustainability in the workplace
FWPCOR6202	Implement practices to maximise value from wood residues

Elective Units

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
FWPCOT6204	Use carbon accounting to estimate emissions
FWPCOT6205	Prepare an enterprise carbon management report
FWPCOT6207	Develop forest management systems and processes

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FWPCOT6210	Develop engineered wood products to meet energy efficient building design needs
FWPFGM5217	Promote plantations as a sustainable form of land use
FWPFGM5219	Undertake carbon stock sampling of forests and plantations
FWPFGM6201	Plan a biochar storage system for carbon capture and storage
FWPFGM6203	Manage sustainable tree inventory
MSS015022	Develop strategies for more sustainable use of resources
MSS015023	Design sustainable product or process

Leadership and Innovation

BSBINN501	Establish systems that support innovation
BSBINN502	Build and sustain an innovative work environment
BSBINN601	Lead and manage organisational change
BSBLDR803	Develop and cultivate collaborative partnerships and relationships
BSBMGT616	Develop and implement strategic plans
FWPCOT4208	Implement workplace sustainability practices
FWPCOT5207	Implement sustainability in the workplace
FWPCOT5208	Build and maintain community relationships
FWPCOT6201	Manage community engagement
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

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FWPCOT8102	Initiate and lead a forest and wood products industry innovation
MSS015023	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
BSBFIM801	Manage financial resources
BSBRES801	Initiate and lead applied research
BSBSUS501	Develop workplace policy and procedures for sustainability
ICTSUS804	Use ICT to improve sustainability outcomes
MSMENV672	Develop workplace policy and procedures for environmental sustainability
PSPPCY010	Manage policy implementation
PSPREG029	Manage and lead inspection and monitoring programs
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	FWP60116 Advanced Diploma of Forest Industry Sustainability Release 1	Updated to include revised units and superseded and deleted imported units	Equivalent qualification

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Code and title current version	Code and title previous version	Comments	Equivalence status
Release 2			

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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AHCARB206 Operate and maintain stump grinding machines

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to operate motorised stump grinding machines to remove tree stumps from the ground.

This unit applies to individuals who undertake defined activities with specialised tools and methods, work in a structured context, apply knowledge and skills to demonstrate autonomy and limited judgement, and provide solutions to a limited range of predictable problems. Work is implemented with low risk work procedures, in accordance with manufacturers recommendations and to comply with Safe Work Method Statement documentation.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction. Specific determination should be sought through the relevant State or Territory. Works involving this unit of competency may be subject to local tree protection and preservation laws, and the relevant content of applicable Australian Standards

Pre-requisite Unit

AHCARB210 Work effectively in the arboriculture industry

HLTAID003 Provide first aid

Unit Sector

Arboriculture (ARB)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the	Performance criteria describe the performance needed to demonstrate

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Element	**Performance criteria**
essential outcomes.	achievement of the element.
1. Prepare for stump removal operations	1.1 Determine site location and details and clarify with supervisor 1.2 Determine the depth below ground of stump grinding works 1.3 Determine and confirm location and depth of above-and-below-ground services 1.4 Unload stump grinder machine 1.5 Undertake a site-specific risk assessment by identifying work health and safety hazards and assessing risk
2. Carry out pre-operational and safety checks	2.1 Check maintenance log is complete and up to date 2.2 Check belts are appropriately tensioned and in good order 2.3 Check teeth are sharp 2.4 Check no teeth are missing or loose 2.5 Check tyre pressure is correct or tracks are appropriately tensioned 2.6 Check levels of oils and fluids 2.7 Check hoses 2.8 Check brakes are operational 2.9 Check cutter head rotates freely and is not obstructed
3. Check stump grinder safety features	3.1 Check guards for belt, power take-off (PTO) and grinder head are in place 3.2 Check kill switch clearly identifiable and working 3.3 Check that dead-man is working if fitted 3.4 Check debris curtain present and in good order 3.5 Check dust suppression system is working if fitted
4. Complete preparations for work	4.1 Select and use appropriate personal protective equipment 4.2 Confirm first aid and emergency personnel, equipment and procedures 4.3 Expose stump surrounds manually and check for and remove foreign bodies 4.4 Moisten surrounds as required 4.5 Record and implement work health, safety, site, environmental and traffic control measures
5. Position stump grinder	5.1 Determine exclusion zone for work operations 5.2 Isolate exclusion zone with barriers and signs 5.3 Position machine level within recommended ranges to avoid rollover 5.4 Avoid holes with machine wheels 5.5 Position machine to minimise impact from flying debris

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Element	Performance criteria
	5.6 Position operator in low risk position 5.7 Position operator to provide a clear view of the stump 5.8 Locate safety screens as required
6. Undertake removal operations	6.1 Communicate with work team during operations using voice, hand and whistle signals 6.1 Confirm work zone cleared prior to starting cutter head 6.3 Plan to complete a series of grinds across the stump 6.4 Start cutter head 6.5 Stop work if exclusion zone is breached and disengage cutter head if required 6.6 Position cutter head over stump 6.7 Engage cutter head into stump surface 6.8 Maintain engine speed in revolutions-per-minute (RPM) 6.9 Ensure grinding process is accurate, smooth and ergonomic 6.10 Grind stump to recommended depth of cut on each cutting pass 6.11 Ensure the cut size of each pass is not excessively deep causing the machine to labour excessively or to stall 6.12 Grind stump to predetermined spread and depth 6.13 Operate equipment without damaging underground services and surrounding areas
7. Remove grindings	7.1 Reposition machine away from ground stump 7.2 Disengage cutter head 7.3 Wait and remain clear of cutter head until cutter head stops moving 7.4 Remove build-up of grindings
8. Perform ongoing grinding operations	8.1 Make check in calls at prearranged times 8.2 Inspect grinder as required between stumps and when refuelling 8.3 Shutdown immediately if abnormal vibration or noise develops 8.4 Stop the engine before refuelling and allow engine to cool as required 8.5 Follow Safe Work Method Statement instructions for refuelling 8.6 Replace and secure fuel cap before restarting 8.7 Disengage cutter head and ensure a complete stop before moving to a new stump
9. Complete stump removal operation	9.1 Back-fill stump hole to original ground level 9.2 Maintain clean and safe work area throughout work and upon completion 9.3 Collect waste material and dispose of or recycle in a manner

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Element	Performance criteria
	causing minimal environmental damage 9.4 Clean, maintain and store tools and equipment 9.5 Perform basic maintenance, including sharpening grinder and replacing teeth as required 9.6 Load grinder in accordance with Safe Work Method Statement 9.7 Secure grinder for transport 9.8 Update records of operator usage in log record 9.9 Update records of maintenance and replacement items

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is not equivalent to AHCARB206A Undertake stump removal.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCARB206 Operate and maintain stump grinding machines

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be observed removing stumps using a motorised stump grinder using low-risk work procedures. The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- determining site location and details and clarifying with supervisor
- determining the depth below ground of stump grinding works
- determining and confirm location and depth of above-and-below-ground services
- unload stump grinder machine
- undertaking a site-specific risk assessment by identifying work health and safety hazards and assessing risk
- checking maintenance log complete and up to date
- checking belts appropriately tensioned and in good order
- checking teeth are sharp
- checking no teeth are missing or loose
- checking tyre pressure is correct or tracks are appropriately tensioned
- checking levels of oils and fluids
- checking hoses
- checking brakes are operational
- checking cutter head rotates freely and is not obstructed
- checking guards for belt, power take-off (PTO) and grinder head are in place
- checking kill switch clearly identifiable and working
- checking that dead-man is working if fitted
- checking debris curtain present and in good order
- checking dust suppression system is working if fitted
- selecting and use appropriate personal protective equipment
- confirming first aid and emergency personnel, equipment and procedures
- exposing stump surrounds manually and check for and remove foreign bodies
- moistening surrounds as required

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- recording and implementing work health, safety, site, environmental and traffic control measures
- determining exclusion zone for work operations
- isolating exclusion zone with barriers and signs
- positioning machine level within recommended ranges to avoid rollover
- avoiding holes with machine wheels
- positioning machine to minimise impact from flying debris
- positioning operator in low risk position
- positioning operator to provide a clear view of the stump
- locating safety screens as required
- communicating with work team during operations using voice, hand and whistle signals
- confirming work zone cleared prior to starting cutter head
- planning to complete a series of passes across the stump
- starting cutter head
- stopping work if exclusion zone is breached and disengage cutter head if required
- positioning cutter head over stump
- engaging cutter head into stump surface
- maintaining engine speed in revolutions-per-minute (rpm)
- ensuring grinding process is accurate, smooth and ergonomic
- grinding stump to recommended depth of cut on each cutting pass
- ensuring the cut size of each pass is not excessively deep causing the machine to labour excessively or to stall
- grinding stump to predetermined spread and depth
- operating equipment without damaging underground services and surrounding areas
- repositioning machine away from ground stump
- disengaging cutter head if risk of making unwanted contact
- waiting and remaining clear of cutter head until cutter head stops moving
- removing build-up of grindings
- making check in calls at prearranged times
- inspecting grinder as required between stumps and when refueling
- shutting down immediately if abnormal vibration and/or noise develops
- stopping the engine before refueling and allow engine to cool as required
- following safe work method statement instructions for refueling
- replacing and securing fuel cap before restarting
- disengaging cutter head and ensure a complete stop before moving to a new stump
- back-filling stump hole to original ground level
- maintaining clean and safe work area throughout work and upon completion
- collecting waste material and dispose of or recycle in a manner causing minimal environmental damage
- cleaning, maintaining and storing tools and equipment
- performing basic maintenance, including sharpening grinder and replacing teeth as required
- loading grinder in accordance with safe work method statement

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- securing grinder for transport
- updating records of operator usage in log record
- updating records of maintenance and replacement items.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- site hazard identification methods
- site risk assessment systems
- control measures for work health, safety, site, environmental and traffic control
- personal protective equipment
- communication systems using voice, hand and whistle signals
- first aid
- emergency procedures
- methods of locating services
- pre-operational checks of stump grinders including:
  - logs
  - belts
  - teeth
  - tyre pressure
  - oils and fluids
  - hoses
  - brakes
  - cutter head
  - guards
- safety checks of stump grinders including:
  - guards for belt, power take-off (PTO) and grinder head
  - kill switch
  - dead man
  - debris curtain
  - dust suppression
- exclusion zones
- operation of stump grinders
- cutter head engagement and disengagement
- positioning of stump grinders and operator
- work zone
- methods of determining spread and depth of cut
- recommended depths of cut
- cutting plan
- engine speed (rpm)
- abnormal vibration

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- methods of back-filling
- environmental implications of removal activities
- appropriate methods of collecting waste material and disposal or recycling methods
- basic maintenance of stump grinders
- methods of sharpening stump grinders
- methods of teeth replacement of stump grinders
- records of operator usage in log record
- methods of maintaining records for basic maintenance and replacement items.

Assessment Conditions

It is an industry requirement for competency in this unit that assessment includes a log record, verifying ten (10) hours of operating a stump grinder, and five (5) hours of unloading and loading, setup and pre-operational and safety checks, preparatory work, backfilling and cleaning up, sharpening and basic maintenance, performed by the candidate.

Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

- equipment:
  - stump grinder
  - sharpening equipment
  - refuelling kit
  - spill kit
  - emergency communication system
  - personal protective equipment (PPE)
  - first aid and emergency kit
  - traffic management kit
  - signage – work zone
  - tree stumps
- materials:
  - stump grinder operations form
  - hazard identification and risk control form
  - pre-operational and safety check form
  - emergency preparation form

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- work communications form
- work records form

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:

- arboriculture vocational competencies at least to the level being assessed
- current arboriculture industry skills directly relevant to the unit of competency being assessed

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCARB307 Use advanced climbing techniques

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to climb trees with ropes, harnesses and specialist equipment using advanced techniques for the purpose of mobility around the required sections of trees for work positioning.

This unit applies to individuals who have a range of cognitive, technical and communication skills to select and apply a specialised range of methods, ropes, equipment and information to complete routine activities and provide and transmit solutions to predictable and sometimes unpredictable problems. Discretion and judgement is required. The work requires the application of extensive arboricultural knowledge. Work is implemented with low risk work procedures and to comply with Safe Work Method Statement documentation.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction. Specific determination should be sought through the relevant State or Territory. Works involving this unit of competency may be subject to local tree protection and preservation laws, and the relevant content of applicable Australian Standards.

Pre-requisite Unit

AHCARB312 Use standard climbing techniques to access trees*

AHCARB311 Tie, dress, set and finish arborist knots

Unit Sector

Arboriculture (ARB)

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Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare site and inspect equipment	1.1 Determine appropriate method for accessing tree – climbing or using an elevated work platform (EWP) – through discussion with work team 1.2 Determine location of above-and-below-ground services 1.3 Undertake a site-specific risk assessment by identifying work health and safety hazards and assessing risk 1.4 Confirm first aid and rescue personnel, equipment and procedures 1.5 Ensure work team member present, capable, willing and equipped to assist or perform aerial rescue operations 1.6 Prepare and carry out pre-operational and safety checks, on ropes, harnesses, tools and equipment 1.7 Select and use personal protective equipment 1.8 Record and implement work health, safety, site, environmental and traffic control measures
2. Select climbing equipment	2.1 Select harness and appropriate equipment for climbing 2.2 Inspect tree to determine low risk access route through discussion with work team and seek feedback 2.3 Estimate tree height and load in relation to safe working limits of ropes and equipment 2.4 Determine the hold, release and grip attributes of rope 2.5 Select and use static and dynamic rope as required 2.6 Select and use triple locking carabiners 2.7 Determine limits, relative advantages and disadvantages of friction hitches
3. Prepare to access tree	3.1 Tie, dress, set and finish climbing knots and hitches 3.2 Communicate with work team during operations using voice, hand and whistle signals 3.3 Maintain awareness of power line safe approach distances and vegetation clearances 3.4 Select low risk anchor points in accordance with strength, suitability requirements and branch weight
4. Prepare climbing spurs and gaffs for dismantling operations	4.1 Prepare climbing spurs and gaffs for dismantling operations 4.2 Check all components of climbing spurs for defects and wear 4.3 Check gaff tip profile for correct dimensions using gaff gauge 4.4 Sharpen gaff tip cutting edge with file at defined angle using gaff gauge

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Element	Performance criteria
	4.5 Adjust climbing spurs to provide correct operator fit 4.6 Access and perform dismantling work using climbing spurs 4.7 Maintain separation of spurs 4.8 Maintain clearance distance between spurs and ropes
5. Access and ascend tree	5.1 Access and ascend tree using low risk access route with harness and lanyard 5.2 Ascend using single rope, double rope and selected friction hitch as required 5.3 Ascend using uni-ascenders, foot and hand ascenders, and other ascension devices as required 5.4 Use micrograbs, grigris and micro-pulleys as required for mobility and work positioning 5.5 Demonstrate ability to carry out change-overs as required 5.6 Set up redirects and belays using slings and anchors as required 5.7 Select multiple lines to climb trees and tree parts as required 5.8 Select multiple lines to perform tree operations as required
6. Descend from tree	6.1 Descend tree in a controlled manner 6.2 Remove all access equipment in a controlled manner 6.3 Check, clean and store access equipment 6.4 Clean and store personal protective equipment

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is not equivalent to AHCARB307A Undertake complex tree climbing.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCARB307 Use advanced climbing techniques

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be observed ascending and descending trees using advanced tree climbing practices.

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts. The candidate must provide evidence for and demonstrate:

- appropriate method for accessing tree – climbing or using an EWP – through discussion with work team
- determining location of above-and-below-ground services
- undertaking a site-specific risk assessment by identifying work health and safety hazards and assessing risk
- confirming first aid and rescue personnel, equipment and procedures
- ensuring work team member present, capable, willing and equipped to assist or perform aerial rescue operations
- preparing and carrying out pre-operational and safety checks, on ropes, harnesses, tools and equipment
- selecting and using personal protective equipment and safety equipment
- recording and implementing work health, safety, site, environmental and traffic control measures
- selecting harness and appropriate equipment for climbing
- inspecting tree to determine low risk access route through discussion with work team and seek feedback
- estimating tree height and load in relation to safe working limits of ropes and equipment
- determining the hold, release and grip attributes of rope
- selecting and using static and dynamic rope as required
- selecting and using triple locking carabiners

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- determine limits, relative advantages and disadvantages of friction hitches including: Tautline, Blake's, Prussik, Klemheist, Valdetain, French Prussik and specialised variations
- tying, dressing, setting and finishing climbing knots and hitches
- communicating with work team during operations using voice, hand and whistle signals
- maintaining awareness of power line safe approach distances and vegetation clearances
- selecting low risk anchor points in accordance with strength, suitability requirements and branch weight
- accessing and ascending tree using low risk access route with harness and lanyard
- ascending using single rope, double rope and selected friction hitch as required
- ascending using uni-ascenders and foot ascenders as required
- using micrograbs, grigris and micro-pulleys as required for access and tree operations
- demonstrating ability to carry out change-overs
- setting up redirects and belays using slings and anchors
- selecting multiple lines to access trees and tree parts
- selecting multiple lines to perform tree operations
- descending tree in a controlled manner
- removing all access equipment in a controlled manner
- cleaning and storing climbing equipment
- cleaning and storing personal protective equipment
- use of industry standard-terminology to describe climbing and the work environment.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- appropriate method of tree access
- selection of climbing or EWP access
- determination of location of above-and-below-ground services
- site-specific risk assessment
- first aid personnel, equipment and procedures
- rescue personnel, equipment and procedures
- work health, safety, site, environmental and traffic control measures
- pre-operational and safety checks, on ropes, harnesses, tools and equipment
- personal protective equipment
- types of climbing ropes
- dynamic and static ropes
- rope characteristics
- uses of climbing ropes
- safe working limits of ropes
- safe working limits of equipment
- defects in ropes, tools and equipment
- climbing harnesses and lanyards

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- climbing equipment
- triple action carabiners
- friction hitches including:
  - Tautline, Blake's, Prussik, Klemheist, Valdetain, French Prussik and specialised variations
- arborist knots
- tying knots
- dressing knots
- setting knots
- checking knots
- finishing knots
- industry voice, hand and whistle signals
- low risk access routes
- estimation of tree height
- estimation of load
- safe working limits
- tree access techniques and equipment
- strength and suitability requirements
- single and double rope techniques
- uni-ascenders and foot ascenders
- micrograbs, grigris, micro-pulleys
- use of climbing spikes of various lengths
- change-overs
- redirects and belays using slings and anchors
- use of multiple lines to access trees and tree parts
- advanced climbing techniques
- low risk anchor points
- maintenance of awareness of power lines
- power line safe approach distances and vegetation clearances
- controlled descent operations
- controlled removal of access equipment
- cleaning of equipment
- storage of equipment.

Assessment Conditions

It is an industry requirement that delivery of training and assessment in this unit provides for the explicit conditions of work team capability for aerial rescue operations. It is an industry requirement for competency in this unit that assessment must include a log record of two hundred (200) hours of advanced climbing.

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Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit. Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

- equipment:
  - single rope technique (SRT) climbing kit
  - harness
  - chaps
  - climbing friction hitches
  - high decibel whistle
  - personal protective equipment (PPE)
  - first aid and emergency kit
  - rescue kit
  - traffic management kit
  - trees
- materials:
  - climbing techniques form - advanced
  - climbing log record – advanced
  - tree inspection form
  - hazard identification and risk control form
  - equipment and PPE check form
  - knot identification form
  - work communications form
  - rescue form - aerial

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:

- arboriculture vocational competencies at least to the level being assessed
- current arboriculture industry skills directly relevant to the unit of competency being assessed

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCARB312 Use standard climbing techniques to access trees

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to climb trees with ropes and harnesses using standard techniques for the purpose of accessing required sections of trees.

This unit applies to workers who have a range of cognitive, technical and communication skills to select and apply a specialised range of methods, ropes, equipment and information to complete routine activities and provide and transmit solutions to predictable and sometimes unpredictable problems. Work is implemented with low risk work procedures and to comply with Safe Work Method Statement documentation.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction. Specific determination should be sought through the relevant State or Territory. Works involving this unit of competency may be subject to local tree protection and preservation laws, and the relevant content of applicable Australian Standards.

Pre-requisite Unit

AHCARB311 Tie, dress, set and finish arborist knots

Unit Sector

Arboriculture (ARB)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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Element	Performance criteria
1. Prepare site and inspect equipment	1.1 Determine appropriate method for accessing tree – climbing or using an elevated work platform (EWP) – through discussion with work team 1.2 Determine location of above-and-below-ground services 1.3 Undertake a site-specific risk assessment by identifying work health and safety hazards and assessing risk 1.4 Confirm first aid and rescue personnel, equipment and procedures 1.5 Ensure work team member present, capable, willing and equipped to assist or perform aerial rescue operations 1.6 Prepare and carry out pre-operational and safety checks, on ropes, harnesses, tools and equipment 1.7 Select and use personal protective equipment 1.8 Record and implement work health, safety, site, environmental and traffic control measures
2. Select climbing equipment	2.1 Select harness and appropriate equipment for climbing 2.2 Inspect tree to determine low risk access route through discussion with work team and seek feedback 2.3 Estimate tree height and load in relation to safe working limits of ropes and equipment 2.4 Determine the hold, release and grip attributes of rope 2.5 Select and use dynamic rope 2.6 Select and use triple locking carabiners
3. Prepare to access tree	3.1 Tie, dress, set and finish climbing knots and hitches 3.2 Communicate with work team during operations using voice, hand and whistle signals 3.3 Maintain awareness of power line clearances 3.4 Select low risk anchor points in accordance with strength, suitability requirements and branch weight
4. Access and ascend tree	4.1 Access and ascend tree using low risk access route with harness and lanyard 4.2 Ascend using double rope with prussik technique 4.3 Ascend using trunk walking technique and foot ascenders as required
5. Descend from tree	5.1 Descend tree in a controlled manner 5.2 Remove all access equipment in a controlled manner 5.3 Clean and store access equipment 5.4 Clean and store personal protective equipment

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Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is not equivalent to AHCARB204A Undertake standard climbing techniques.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCARB312 Use standard climbing techniques to access trees

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be observed climbing trees using standard climbing techniques in a safe manner. The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- appropriate method for accessing tree – climbing or using an EWP – through discussion with work team
- determining location of above-and-below-ground services
- undertaking a site-specific risk assessment by identifying work health and safety hazards and assessing risk
- confirming first aid and rescue personnel, equipment and procedures
- ensuring work team member present, capable, willing and equipped to assist or perform aerial rescue operations
- preparing and carrying out pre-operational and safety checks, on ropes, harnesses, tools and equipment
- selecting and using personal protective equipment and safety equipment
- recording and implementing work health, safety, site, environmental and traffic control measures
- selecting harness and appropriate equipment for climbing
- inspecting tree to determine low risk access route through discussion with work team and seek feedback
- estimating tree height and load in relation to safe working limits of ropes and equipment
- determining the hold, release and grip attributes of rope
- selecting and using dynamic rope
- selecting and using triple locking carabiners
- tying, dressing, setting and finishing climbing knots and hitches
- communicating with work team during operations using voice, hand and whistle signals
- maintaining awareness of power line clearances

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- selecting low risk anchor points in accordance with strength, suitability requirements and branch weight
- accessing and ascending tree using low risk access route with harness and lanyard
- ascending using double rope with prussik technique
- ascending using trunk walking technique and foot ascenders as required
- descending tree in a controlled manner
- removing all access equipment in a controlled manner
- cleaning and storing climbing equipment
- cleaning and storing personal protective equipment
- use of industry standard-terminology to describe climbing and the work environment.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- appropriate method of tree access
- selection of climbing or EWP access
- determination of location of above-and-below-ground services
- site-specific risk assessment
- first aid personnel, equipment and procedures
- rescue personnel, equipment and procedures
- work health, safety, site, environmental and traffic control measures
- pre-operational and safety checks, on ropes, harnesses, tools and equipment
- personal protective equipment
- types of climbing ropes
- dynamic ropes
- rope characteristics
- uses of climbing ropes
- safe working limits of ropes
- safe working limits of equipment
- defects in ropes, tools and equipment
- climbing harnesses and lanyards
- climbing equipment
- triple locking carabiners
- arborist knots
- tying knots
- dressing knots
- setting knots
- checking knots
- finishing knots
- industry voice, hand and whistle signals
- low risk access routes
- estimation of tree height

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- estimation of load
- safe working limits
- tree access techniques and equipment
- strength and suitability requirements
- double rope with prussik technique
- trunk walking and foot ascenders
- standard climbing technique
- low risk anchor points
- maintenance of awareness of power lines
- power line clearances
- controlled descent operations
- controlled removal of access equipment
- cleaning of equipment
- storage of equipment
- work health and safety measures relating to own work.

Assessment Conditions

It is an industry requirement that delivery of training and assessment in this unit provides for the explicit conditions of work team capability for aerial rescue operations. It is an industry requirement for competency in this unit that assessment must include a log record of two hundred (200) hours of standard climbing.

Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

- equipment:
  - standard climbing kit
  - harness
  - high decibel whistle
  - personal protective equipment (PPE)
  - first aid and emergency kit
  - rescue kit
  - traffic management kit
  - trees

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- materials:
  - climbing techniques form- standard
  - climbing log record - standard
  - hazard identification and risk control form
  - equipment and PPE check form
  - emergency preparation form
  - work communications form
  - knot identification form

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:

- arboriculture vocational competencies at least to the level being assessed
- current arboriculture industry skills directly relevant to the unit of competency being assessed

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCBUS502 Market products and services

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to market products and services.

All work must be carried out to comply with organisational requirements, work health and safety legislation and codes, sustainability practices and in consultation with the management team.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They must analyse information and exercise judgement to complete a range of advanced skilled activities.

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

Pre-requisite Unit

Nil.

Unit Sector

Business (BUS)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Analyse market	1.1 Identify, research and analyse existing or new markets for

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Element	Performance criteria
information	existing or new products or services using techniques to ensure reliable data 1.2 Analyse past trends and developments to determine market variability and associated risks 1.3 Develop gross margin budgets to account for market variability 1.4 Identify and evaluate competing products to determine strengths and weaknesses of own products 1.5 Monitor market environment to ensure information is current and reliable 1.6 Identify the legal, ethical and environmental constraints of the markets and their effect on the enterprise 1.7 Identify product specifications that suit market requirements and price advantage at the time 1.8 Present clear and concise information to the enterprise management team
2. Identify and evaluate factors to include in a marketing plan	2.1 Identify and evaluate production processes to ensure required product specifications are met 2.2 Identify and assess alternative selling strategies and techniques to identify marketing targets and methods 2.3 Identify and assess distribution channels and their role in your marketing strategies 2.4 Ensure the data used is reliable and the market environment and trends are substantiated 2.5 Evaluate the role of marketing professionals in providing advice
3. Develop a marketing plan for your products and services	3.1 Establish marketing objectives based on current and potential product specifications 3.2 Select appropriate production processes to ensure product specifications are met 3.3 Select selling strategies to ensure required prices are achieved 3.4 Select appropriate distribution channel options to ensure access to target markets is achieved efficiently and appropriately 3.5 Establish time-frames for production, distribution and selling activities 3.6 Develop a gross margin budget to demonstrate the cost effectiveness of the marketing plan 3.7 Develop partial gross margin budgets to account for market variability
4. Determine promotional strategies	4.1 Prepare and record detailed plans for promotional activities 4.2 Outline objectives, level of exposure and available markets 4.3 Ensure strategies take account of time management and

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Element	Performance criteria
	scheduling issues, and resource constraints 4.4 Create promotional materials that enhance the product and commercial presentation 4.5 Record and communicate priorities, responsibilities, timelines and budgets for promotional activities
5. Implement marketing activities	5.1 Schedule planned marketing activities within appropriate timeframes 5.2 Develop measurable performance targets that meet business plan objectives 5.3 Organise distribution channels and ensure product and service information is accurate and readily available to clients 5.4 Implement marketing activities within budgetary constraints to meet legal, ethical and enterprise requirements
6. Evaluate marketing performance	6.1 Review the established marketing objectives to ensure they remain viable 6.2 Make an objective assessment of the marketing plan and its implementation by a comparison of valid and reliable data against the established objectives 6.3 Assess product, pricing and distribution policies in relation to market changes, marketing objectives and enterprise requirements 6.4 Identify areas of positive marketing performance and take corrective action to remedy poor marketing performance areas 6.5 Document and distribute information for continual analysis and effective planning management

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCBUS502A Market products and services plus AHCBUS505A Develop a marketing plan.

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Links

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Assessment Requirements for AHCBUS502 Market products and services

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- collect, analyse and present data in the internal and external business environment
- identify the marketable features of the product and potential markets
- assess alternative marketing strategies and techniques to meet business plan objectives
- evaluate performance targets and recommend modifications or improvements
- plan, implement and evaluate a marketing strategy
- plan to manage promotional activities
- develop and manage budgets
- monitor product, pricing and distribution policies to improve market performance.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- financial management and budgeting
- price risk management
- performance evaluation measures
- competitors strengths and weaknesses
- business planning process
- customer relations policies
- market conditions and forces
- enterprise goals, objectives and directions
- markets and market analysis
- communication and promotion skills
- sales and marketing principles and practices

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- principles of trend analysis
- legal issues that affect marketing activities (trade practices, Fair Trading Acts, Sales of Goods Acts)
- industry and marketing knowledge including sales networks and distribution systems, and customer trends and preferences
- demographic studies and their application in the development of a marketing plan.

Assessment Conditions

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

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCCHM201 Apply chemicals under supervision

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to apply chemicals using workplace specific application equipment under supervision.

All work must be carried out to comply with workplace procedures, work health and safety and pesticide legislation and codes.

This unit applies to individuals who undertake defined routine activities alongside a supervisor in most situations. They exercise limited autonomy within established and well known parameters and identify and seek help with simple problems.

The skills and knowledge described in this unit underpin a broad range of activities applicable to various job roles at various levels.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Candidates should confirm the regulatory requirements that apply in their relevant State or Territory before undertaking this unit.

Pre-requisite Unit

Nil.

Unit Sector

Chemicals (CHM)

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Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare to work	1.1 Confirm the activity to be undertaken with supervisor, including identifying potential hazards and risks 1.2 Take steps to control risks as directed 1.3 Confirm tools and equipment to be used with supervisor 1.4 Wear appropriate personal protective equipment as per label instructions and ensure correct fit
2. Check application equipment	2.1 Carry out pre-operational checks of application equipment and identify and replace any damaged or worn components or report to supervisor 2.2 Prepare application equipment for use
3. Prepare application equipment	3.1 Follow all label instructions for the chemical or substance being used 3.2 Use appropriate mixing equipment 3.3 Check that output of application equipment is correct 3.4 Measure, mix and load chemical mix or substances 3.5 Confirm instructions from chemical label and supervisor in the event of a spill 3.6 Check that output of application equipment is correct and in accordance with application/spray plan.
4. Apply chemicals	4.1 Assess and record meteorological conditions and forecasts prior to and during application where relevant 4.2 Cease application if conditions become unsuitable 4.3 Apply chemical ensuring minimal risk to others and the environment 4.4 Minimise risks to others, product integrity and the environment prior to and during application
5. Transport and handle chemicals	5.1 Confirm precautions for the transport and handling of chemicals with supervisor 5.2 Transport and handle chemicals in accordance with relevant commonwealth, state and territory chemical legislation
6. Finalise work	6.1 Clean and store personal protective equipment and application equipment in accordance with manufacturers and work health and safety requirements 6.2 Dispose of excess chemicals and clean containers in accordance with label instructions and regulatory requirements 6.3 Complete incident reports as required

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Element	Performance criteria
	6.4 Complete application records 6.5 Store unused chemical and products in appropriate location 6.6 Adhere to all re-entry requirements

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is not equivalent to AHCCHM201A Apply chemicals under supervision.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCCHM201 Apply chemicals under supervision

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and adopt safe work practices
- follow directions on chemical labels and relevant Safety Data Sheets SDS
- carry out pre-operational checks of application equipment
- measure, mix and load chemical mixes
- safely apply chemical under supervision
- report spillages, accidents or deficiencies in procedures and practices to supervisor
- use appropriate personal protective equipment
- follow emergency procedures during an accident or spillage
- follow enterprise work health and safety procedures
- safely dispose of chemicals
- record relevant information, including amount of chemical applied as per commonwealth, state and territory chemical legislation

Knowledge Evidence

The candidate must demonstrate knowledge of:

- relevant commonwealth, state and territory legislation
- various transport and handling techniques and requirements
- layout and information contained in chemical labels and SDS
- features and functions of a range of application equipment relevant to the role
- risk factors to be taken into account such as human and animal health, spillage and environmental

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- different broad chemical types such as insecticides, herbicides and fungicides and their mode of action symbols on the label
- paths of entry of poisons into the body and the methods of limiting exposure
- how to assess if weather conditions increase risks and when it becomes unsuitable for application to continue
- relevant applied principles of Integrated Pest and Resistance Management
- relevant parts of the workplace spray plan

Assessment Conditions

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

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCCHM303 Prepare and apply chemicals

Modification History

Release	Comments
Release 3	This version released with AHC Agriculture, Horticulture, Conversation and Land Management Training Package Version 2.0.
Release 2	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.1.
Release 1	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to prepare and apply chemicals for the control of pests across a range of industry sectors.

This unit covers the use of general application equipment used across a variety of industries including; boom sprays, orchard air-blast sprayers, handheld spray equipment, wipers, dry chemical applicators, dips, pour-on, spot-on, vaccination and drenching equipment.

All work must be carried out to comply with workplace procedures, work hand safety and pesticide legislation and codes.

All work must be carried out to comply with chemical label instructions, Safety Data Sheets (SDS's), the organisation's application plan and relevant legislation.

This unit applies to individuals who work under broad direction and take responsibility for their own work and use discretion and judgement in the selection and use of available resources.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Candidates should confirm the regulatory requirements that apply in their relevant State or Territory before undertaking this unit.

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This unit may be deemed to have a time limit when used as part of an accreditation or licence process.

Pre-requisite Unit

Nil

Unit Sector

Chemicals (CHM)

Elements and Performance Criteria

Element	**Performance criteria**
Elements describe the essential *outcomes.*	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine the need for chemical use and prepare an application plan	1.1 Identify the nature and level of the pest, weed infestation or disease, assess the need for control 1.2 Assess the requirement for chemical use as an option within an integrated pest management strategy 1.3 Undertake a hazard and risk analysis of different chemical options 1.4 Confirm requirement for chemical application 1.5 Assess the spray drift risk of various application options 1.6 Assess the risk to sensitive areas and environmentally sensitive organisms 1.7 Prepare application/spray plan where required
2. Prepare chemical mixes	2.1 Access the workplace application or spray plan to determine chemical and target, application rate or dose, type of application equipment, set-up requirements and amount to be applied as per the label instructions 2.2 Identify potential hazards, assess risks and implement control measures 2.3 Interpret and apply requirements from chemical labels 2.4 Select appropriate personal protective equipment (PPE) for each stage of work and ensure correct fit 2.5 Select appropriate mixing equipment and a suitable location for mixing and loading 2.6 Mix chemicals in accordance with registered use and clean

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Element	**Performance criteria**
Elements describe the essential *outcomes.*	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	equipment when finished task 2.7 Follow label instructions in the event of a spill 2.8 Confirm that neighbours have been notified of chemical application as appropriate
3. Calibrate application equipment	3.1 Select application equipment to be used to minimise spray drift risk and maximise efficacy 3.2 Carry out pre-operational checks of application equipment 3.3 Calibrate equipment in accordance with manufacturers' specifications and application/spray plan. 3.4 Safely load chemical mix wearing appropriate Personal Protective Equipment (PPE) and controlling risks to human health and the environment
4. Apply chemicals	4.1 Monitor meteorological conditions and forecasts prior to and during application to minimise spray drift and other off target movement of chemicals 4.2 Select and use appropriate PPE in accordance with chemical label and SDS's 4.3 Apply chemical in accordance with the label and application/spray plan 4.4 Assess and minimise risks to others, product integrity and the environment 4.5 Follow chemical spill or accident procedures in the event of a spill
5. Clean up equipment and complete records	5.1 Dispose of excess chemicals and containers as per label and SDS instructions 5.2 Clean and decontaminate application equipment in appropriate location 5.3 Clean and store personal protective equipment in appropriate location 5.4 Report incidents 5.5 Complete all records

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
AHCCHM303 Prepare and apply chemicals Release 3	AHCCHM303 Prepare and apply chemicals Release 2	Minor typographical errors corrected	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCCHM303 Prepare and apply chemicals

Modification History

Release	Comments
Release 3	This version released with AHC Agriculure, Horticulture, Conservation and Land Management Training Package Version 2.0.
Release 2	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.1.
Release 1	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- determine the need for chemical application
- develop an application/spray plan
- identify hazards and implement risk control procedures to ensure a safe workplace
- interpret and apply chemical label requirements included in the application or spray plan
- identify weather conditions that impact on spray drift risk and implement control measures
- conduct pre-operational checks of application equipment
- calibrate handheld and/or powered application equipment relevant to the industry sector
- mix and load chemicals in accordance with label requirements
- measure and record weather conditions before and during and after application
- apply chemicals safely in compliance with labels, legislation and codes of practice
- dispose of surplus chemicals and empty containers
- record relevant information including amount of chemical applied
- use appropriate personal protective equipment
- follow emergency procedures during an accident or spillage.

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Knowledge Evidence

The candidate must demonstrate knowledge of:

- options for pest control based on the Integrated Pest and Resistance Management Plan
- pest and/or disease resistance management
- various chemical labels and SDS formats
- impact of meteorological factors on the safe and effective application of chemicals
- factors that determine spray drift risk including droplet size, wind speed, temperature and temperature inversions and approaches to controlling spray drift risk
- risk factors including human and animal health, weather prior to, during and after application, spillage, residues in plants and animals consumed as food and environmental
- how to mix chemicals including mixing order, adjuvants and water quality
- requirements for disposal of excess chemicals, clearing spillages and equipment clean up
- how to select, operate and use a variety of application equipment including boom sprays
- features, functions and calibration techniques for a range of powered and hand held application equipment relevant to the industry sector
- spray nozzle identification, selection, operation and use
- pests, weeds and/or diseases relevant to the industry sector
- legislation, regulations and licensing requirements in relation to chemical use
- APVMA policy on spray drift management.

Assessment Conditions

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

The candidate must be assessed at least once calibrating application equipment.

Assessors must satisfy current standards for RTOs.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCCHM304 Transport and store chemicals

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to safely transport, handle and store liquid and dry chemical formulations across a broad range of industry sectors.

This unit does not cover operation of specialised chemical application equipment and machinery or application of chemicals.

All work must be carried out to comply with workplace procedures, work health and safety and pesticide legislation and codes. All work is carried out to comply with Safety Data Sheets, chemical label directions and relevant legislative requirements.

This unit applies to individuals who work under broad direction and take responsibility for their own work and use discretion and judgement in the selection and use of available resources.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Confirm the regulatory requirements that apply in the relevant State or Territory.

This unit may be deemed to have a time limit when used as part of an accreditation or licencing process.

Pre-requisite Unit

Nil.

Unit Sector

Chemicals (CHM)

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Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare to transport and handle chemicals	1.1 Identify hazards, assess risks and implement control measures 1.2 Confirm contact phone numbers of emergency services are carried in vehicle in case of accident, spill or fire 1.3 Confirm chemicals will be transported in a vehicle that is compliant with the relevant legislation. 1.4 Confirm containers are secured in the tray, protected from the weather and in a sound condition to transport 1.5 Confirm appropriate first aid kit is carried in the vehicle in case of accident, spill or fire 1.6 Confirm transport arrangements meet legislative and regulatory requirements for the transport of hazardous substances and dangerous goods. 1.7 Obtain current Safety Data Sheets (SDS) from reseller or manufacturer for all chemicals to be transported
2. Transport and handle chemicals	2.1 Follow instructions from chemical SDS, to comply with transport requirements 2.2 Follow instructions from chemical label and SDS in the event of a spill or accident 2.3 Report transport incidents as required
3. Store chemicals in the workplace	3.1 Select and use appropriate personal protective equipment and ensure correct fit 3.2 Use appropriate storage methods as per label and Safety Data Sheet requirements and work health and safety standards 3.3 Maintain storage area according to legislative and regulatory requirements, including work health and safety and environmental protection. 3.4 Retain products in original containers with labels intact 3.5 Utilise storage methods to prevent contact with people or animals and contamination of produce or the environment 3.6 Apply correct disposal procedures for used chemical drums and storage containers as per the label and industry programs 3.7 Dispose of unwanted and out-of-date chemicals in the appropriate manner according to legislative and regulatory requirements and industry programs
4. Record storage details	4.1 Maintain chemical storage inventory and records according to legislative requirements

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Element	Performance criteria
	4.2 Report storage incidents according to legislative requirements

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCCHM304A Transport, handle and store chemicals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCCHM304 Transport and store chemicals

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- follow legislative requirements for the safe transport of chemicals
- follow emergency procedures for chemical spillage
- handle, transport and store chemical safely
- maintain a chemical storage area and chemical manifest, including copies of SDS for each product
- follow chemical label directions and SDS requirements for handling, transporting and storage
- maintain storage records
- follow enterprise work health and safety policies
- follow enterprise environmental protection policies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- how to read a chemical label and SDS and translate that information into actions
- appropriate legislation and regulations that apply to transporting and storing chemicals
- risk factors including human and animal health and environmental associated with transporting, handling and storing chemicals
- requirements for disposal of excess, unwanted and out-of-date chemicals and used chemical containers
- processes to clear spillages and clean up
- types of placarding required for storage of hazardous chemicals and dangerous goods
- types of emergency information that must be carried in the vehicle when transporting dangerous goods

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Assessment Conditions

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

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCCHM401 Develop procedures to minimise risks in the use of chemicals

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to assess and mitigate risks associated with the use of chemicals across a range of industry sectors.

All work must be carried out to comply with workplace procedures, work health and safety and pesticide legislation and codes,

This unit applies to individuals who take responsibility for their own work and may provide direction to others. They provide and communicate solutions to a range of predictable and sometimes unpredictable problems. Work is carried out to industry standards.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Candidates should confirm the regulatory requirements that apply in their relevant State or Territory before undertaking this unit. Competency in this unit may be deemed to have a time limit when used as part of an accreditation or licence process.

Pre-requisite Unit

AHCCHM303 Prepare and apply chemicals

AHCCHM304 Transport and store chemicals

Unit Sector

Chemicals (CHM)

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Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify hazards and risks	1.1 Identify and source Codes of Practice, legislation, regulations and industry requirements relating to chemical use 1.2 Identify hazards involved in chemical handling and application
2. Assess risks and develop control procedures	2.1 Assess risks associated with chemicals used 2.2 Develop risk control measures and emergency action plans 2.3 Develop control procedures for transport, handling, storage, application, decontamination and disposal of chemicals 2.4 Develop a continuous improvement strategy to minimise risk
3. Monitor and assess adherence to chemical risk procedures	3.1 Provide appropriate personal protective equipment for employees using chemicals 3.2 Assess staff selection of application equipment according to procedures 3.3 Assess the ability of staff to follow restrictions on chemical use, application, decontamination and disposal 3.4 Assess how risk control procedures are followed in the workplace
4. Evaluate risk control measures and maintain records	4.1 Develop procedures for evaluating the effectiveness of risk control measures 4.2 Identify shortfalls during evaluation and subsequently rectify 4.3 Maintain risk assessment records according to industry, label, legislative and regulatory requirements

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is not equivalent to AHCCHM401A Minimise risks in the use of chemicals.

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Links

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Assessment Requirements for AHCCHM401 Develop procedures to minimise risks in the use of chemicals

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- evaluate implementation of procedures
- identify hazards, assess risks and implement and monitor control measures
- develop risk control procedures
- develop a continuous improvement strategy to minimise risk
- interact with staff members and provide feedback
- implement, monitor and evaluate a chemical risk control strategy maintain records

Knowledge Evidence

The candidate must demonstrate knowledge of:

- where to source Codes of Practice, legislation and industry requirements relating to chemical use
- hazard identification and risk assessment strategies
- risk factors including human and animal health, product integrity, weather, spray drift, spillage and environmental
- principles of transport, handling and storing chemicals
- requirements for the disposal of excess chemicals, clearing spillages and equipment clean up
- chemical application equipment capabilities and limitations

Assessment Conditions

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

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Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCCHM402A Plan and implement a chemical use program

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the planning and implementation of a chemical use program and defines the standard required to: plan and implement a program for chemical use; supervise others in chemical use; apply and monitor risk control procedures; select and manage chemical application equipment and processes.

Application of the Unit

Application of the unit	This unit applies those whose job role includes the development and implementation a chemical use program for pesticides use. This unit may be deemed to have a time limit when used as part of an accreditation or licence process.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop and document an application/spray plan	1.1. Assess risks associated with proposed control strategy. 1.2. Select preferred control procedures. 1.3. Document preferred control procedures as application/spray plan.
2. Identify requirements for chemical use	2.1. Identify and interpret guidelines, legislation and regulations and industry requirements relating to chemical use. 2.2. Assess the need for chemical use as an option within an integrated pest management and/or animal health strategy. 2.3. Ensure that personnel are adequately trained in chemical use.
3. Ensure that risk control measures are followed	3.1. Provide appropriate Personal Protective Equipment for people in the workplace using chemicals. 3.2. Monitor the implementation of safe practice in the workplace including preparation and application of chemicals. 3.3. Monitor implementation of procedures for transport, handling, storage, decontamination and disposal. 3.4. Monitor implementation of procedures to mitigate residues in produce and the environment.
4. Plan and implement a maintenance program for chemical use equipment	4.1. Develop and implement a maintenance strategy for application equipment and personal protective equipment. 4.2. Monitor implementation of maintenance procedures.

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ELEMENT	PERFORMANCE CRITERIA
	4.3. Ensure that faulty or damaged equipment is repaired or replaced.
5. Ensure the correct selection and application of chemicals	5.1. Ensure that the correct chemicals and equipment is selected in accordance with the application/spray plan. 5.2. Ensure that pre-operational checks of application equipment are carried out. 5.3. Check to ensure that calibration conforms to the requirement of the application/spray plan. 5.4. Ensure that meteorological conditions are monitored and assessed during application where relevant. 5.5. Monitor the application procedures in the event of a chemical spill.
6. Ensure work activities are finalised in accordance with procedure	6.1. Ensure that excess chemical are disposed of in accordance with label and Material Safety Data Sheet requirements. 6.2. Ensure incident reports are completed as required in accordance with legislative and/or regulatory requirements. 6.3. Ensure all required records are completed.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• develop strategies to monitor the implementation of procedures • evaluate conformance with procedures • identify hazards and oversee the safety of the working environment • develop and document an application/spray plan • use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record routine and more complex

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REQUIRED SKILLS AND KNOWLEDGE
workplace measures and data • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• sources of information relating to chemical use including: • guidelines • legislation and regulations • industry requirements • hazard identification and risk assessment strategies • methodologies for the development of procedures • risk factors including human and animal health, weather, spray drift, spillage, residue, product integrity and environmental • transport, handling and storage for chemicals • requirements for disposal of excess chemicals, clearing spillages and equipment clean up • OHS, environmental and pesticides legislation, codes of practice and enterprise procedures. • chemical application equipment capabilities and limitations.

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	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • plan and implement a program for chemical use • supervise others in chemical use • apply and monitor risk control procedures • select and manage chemical application equipment

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EVIDENCE GUIDE	
	and processes.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Agricultural chemicals include:	• insecticides • fungicides • herbicides • bactericides • algaecides • biologicals • nematacides • rodenticides • antimicrobial agents • anthelmintics • fumigants • hormone growth promotants • a range of veterinary chemicals used to treat animals for disease. It does not cover the development of general chemical use procedures.

Unit Sector(s)

Unit sector	Chemicals

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCFIR201 Assist with prescribed burning

Modification History

Release	Comments
Release 2	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 2.0.
Release 1	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to assist with prescribed burning for agricultural or natural resource management purposes.

This unit applies to personnel participating in lighting and conducting prescribed burns under direct supervision.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication. However, all units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

Pre-requisite Unit

Nil

Unit Sector

Fire (FIR)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential *outcomes.*	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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Element	**Performance criteria**
Elements describe the essential *outcomes.*	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Assist with preparations for the burn	1.1 Prepare machinery and equipment for use in the burn 1.2 Check and prepare safety equipment and personal protective equipment 1.3 Read or listen to information about contingency plans and seek clarification where required 1.4 Recognise and note assets requiring protection during the burn 1.5 Check personal role and activities during the burn 1.6 Discuss and clarify location and extent of the burn
2. Support conduct of burn	2.1 Provide assistance with pre-burn checks 2.2 Wear personal protective equipment throughout the burn 2.3 Follow work health and safety policies and procedures and enterprise operating procedures throughout the burn 2.4 Identify and maintain a safe escape route at all times 2.5 Raise problems or concerns during the burn with the supervisor 2.6 Maintain communication at all times 2.7 Observe conditions at the fire and note and report their effect on fire behaviour and development 2.8 Observe and report weather conditions and changes to fire behaviour 2.9 Use a fire extinguisher to extinguish fires according to enterprise requirements
3. Participate in clean-up activities	3.1 Carry out cleaning-up activities 3.2 Clean and store personal protective equipment, machinery and equipment

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
AHCFIR201 Assist with prescribed burning Release 2	AHCFIR201 Assist with prescribed burning Release 1	Minor typographical errors corrected	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCFIR201 Assist with prescribed burning

Modification History

Release	Comments
Release 2	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 2.0.
Release 1	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated on at least one occasion.

The candidate must provide evidence that they can:

- prepare machinery and equipment to enterprise requirements before burning
- continually monitor weather conditions throughout the burn
- use personal protective equipment as required and check, clean and store on completion of the burn
- identify appropriate safe escape routes throughout the burn
- maintain communication with supervisor and other staff at all times throughout the burn
- carry out clean up operations according to supervisor instructions to enterprise standards
- apply work health and safety procedures throughout the burn.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- fire behaviour
- extinguishing media and equipment
- communication equipment and procedures
- burning tactics and techniques
- assets that need protecting throughout the burn
- fire hazards, safety techniques
- organisation’s operating procedures for prescribed burn
- contingency plans and emergency procedures for the burn

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- purpose and use of personal protective equipment
- work health and safety policies and procedures relevant to prescribed burning
- key concepts of work health and safety and environmental legislative and enterprise requirements.

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCILM201 Maintain cultural places

Modification History

Release Number	TP Version	Comments
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to maintain Indigenous cultural places according to Community guidelines and cultural protocols.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for own work. This includes undertaking defined activities and work in a structured context.

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

Pre-requisite Unit

Nil.

Unit Sector

Indigenous Land Management (ILM)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Assess maintenance work required	1.1 Identify works required under the management plan and enterprise procedures 1.2 Identify machine, equipment and materials necessary to carry out maintenance works 1.3 Estimate materials required for maintenance work

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Element	Performance criteria
2. Prepare for maintenance	2.1 Organise machine, equipment and materials to carry out maintenance works 2.2 Prepare and assemble safety equipment and materials
3. Maintain condition of place	3.1 Undertake maintenance work according to work programs and work health and safety policies and procedures 3.2 Report presence of threats 3.3 Report evidence of deterioration and wear 3.4 Clean up site on completion of maintenance works
4. Protect cultural place	4.1 Report any evidence of damage to place to supervisor 4.2 Report any breach of legislation or enterprise regulations to supervisor 4.3 Maintain protective barriers and signs

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCILM201A Maintain cultural places.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCILM201 Maintain cultural places

Modification History

Release Number	TP Version	Comments
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- assess the level of work required to maintain the cultural place
- prepare for and carry out maintenance activities in accordance with organisational, cultural and environmental requirements
- report deterioration or damage to place to supervisor
- report incidents of breaches of legislation including vandalism
- apply work health and safety practices in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- potential threats to area
- techniques of site maintenance and protection
- range of maintenance works undertaken on cultural sites
- enterprise procedures relating to the reporting of deterioration or damage to place or reporting of incidents

Assessment Conditions

Assessment must comply with Community protocols and guidelines and be supported by Elders and Custodians of Country.

Assessors must satisfy current standards for RTOs.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCILM201A Maintain cultural places

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of maintaining cultural places as instructed by supervisors and defines the standard required to: assess the level of work required to maintain the cultural place; carry out maintenance activities in accordance with organisational and cultural requirements; report deterioration or damage to place; report incidents of breaches of legislation including vandalism.

Application of the Unit

Application of the unit	This unit applies to working under routine supervision and may involve operating in a team environment with deference to elders. Note: For Indigenous cultural places, the delivery and assessment against this standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess maintenance work required	1.1. Works required under the plan of management and enterprise procedures are identified. 1.2. Machine, equipment and materials to carry out maintenance works are identified. 1.3. Type and amount of materials required for maintenance work are estimated.
2. Prepare for maintenance	2.1. Machine, equipment and materials to carry out maintenance works are organised. 2.2. Safety equipment and materials are prepared and assembled according to enterprise Occupational Health and Safety (OHS) policy.
3. Maintain condition of place	3.1. Maintenance work is undertaken according to work programs and according supervisor's instructions. 3.2. Presence of threats is reported to supervisor. 3.3. Evidence of deterioration and wear is reported to supervisor. 3.4. Site is made good on completion of maintenance works according to supervisor's instructions enterprise guidelines.
4. Protect cultural place	4.1. Any evidence of damage to place is reported to supervisor. 4.2. Any breach of legislation or enterprise regulations is reported to supervisor.

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ELEMENT	PERFORMANCE CRITERIA
	4.3. Protective barriers and signs are maintained according to enterprise procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- identify hazards an adopt safe work practices
- assess maintenance work required
- maintain condition of place
- protect cultural places
- prepare for maintenance
- use literacy skills to follow sequenced written instructions and record information accurately and legibly
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.

Required knowledge

- OHS responsibilities
- common pests and diseases
- techniques of site protection
- range of maintenance works undertaken on cultural sites
- enterprise procedures relating to the reporting of deterioration or damage to place or reporting of incidents
- site recording systems used by the enterprise or community
- relevant archaeological practices and procedures.

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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	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • assess the level of work required to maintain the cultural place • carry out maintenance activities in accordance with organisational and cultural requirements • report deterioration or damage to place • report incidents of breaches of legislation including vandalism.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Cultural places may include:	• areas of non-indigenous activity • buildings and other structures • natural areas of indigenous cultural significance, historical events and monuments • areas of indigenous activity such as burial, occupation and contact sites, engravings, grinding grooves, sacred trees, rock pictures, fish traps, middens and mounds.

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Unit Sector(s)

Unit sector	Indigenous land management

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCILM401A Protect places of cultural significance

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the protection of places of cultural significance and defines the standard required to: develop working relationships with stakeholders in cultural sites; canvass views in determining the heritage value and preservation issues of a cultural site; plan for the protection of a cultural site including resources required and submissions to be completed; observe cultural protocols in dealing with stakeholders and land managers; identify threats and develop action and emergency plans to mitigate and manage the risk of damaging incidents or loss of heritage value; document the submissions to implement conservation and restoration activities and support the incident management activities.

Application of the Unit

Application of the unit	This unit applies to those whose work includes protecting indigenous peoples' places of culture in co-operation with stakeholders and protecting places of cultural significance with reference to indigenous communities and/or line management. A high level of cultural awareness and the need to observe cultural protocols are important in parts of the process. Note: for indigenous cultural places, the delivery and assessment against this standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Communicate with stakeholders	1.1. Working relationships are developed with stakeholders that assist in the management of culturally significant places. 1.2. Communication approaches are developed that accommodate cultural views. 1.3. Views are regularly obtained on the way in which the cultural significance and resource can be conserved and used. 1.4. Views obtained are conveyed into enterprise and park/reserve planning process.
2. Conserve significance	2.1. Enterprise conservation policies and plans are used with stakeholder views to plan ongoing conservation actions. 2.2. Operational activities are developed and implemented to implement the conservation strategies and plans in a culturally sensitive manner. 2.3. Staff are organised to implement conservation

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ELEMENT	PERFORMANCE CRITERIA
	actions that minimise deterioration and damage. 2.4. Staff are supervised during restoration projects. 2.5. Resources are obtained for conservation and restoration activities. 2.6. Submissions are made to the enterprise budget process for funds to implement the conservation and restoration activities.
3. Manage incident	3.1. Operational plans are developed to manage incidents consistent with plan of management and risk management analysis. 3.2. Staff responsibilities are assigned to manage types of incidents. 3.3. Equipment and supplies are obtained and maintained to enable effective response to incidents. 3.4. Staff are trained in the management of the types of incidents for which they have an involvement. 3.5. Submissions are made to the enterprise budget process for funds to support the incident management activities.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• consult with indigenous communities • observe cultural protocols • plan ongoing conservation actions • conserve significance of place of culture • manage incidents and threats • use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record routine and more complex

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REQUIRED SKILLS AND KNOWLEDGE
workplace measures and data • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• enterprise policies and procedures for conservation of places of cultural significance • indigenous protocols, consultation processes and networks • non-indigenous cultural groups • budgetary and financial approval processes.

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	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • develop working relationships with stakeholders in cultural sites • canvass views in determining the heritage value and preservation issues of a cultural site • plan for the protection of a cultural site including resources required and submissions to be completed • observe cultural protocols in dealing with stakeholders and land managers • identify threats and develop action and emergency plans to mitigate and manage the risk of damaging incidents or loss of heritage value • document the submissions to implement conservation and restoration activities and support the incident

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EVIDENCE GUIDE	
	management activities.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	

Cultural places may include:	• areas of non-indigenous activity
	• buildings and other structures
	• natural areas of indigenous cultural significance
	• historical events and monuments
	• areas of indigenous activity such as:
	  • burial
	  • occupation and contact sites
	  • engravings
	  • grinding grooves
	  • rock pictures
	  • fish traps
	  • middens
	  • mounds.

Unit Sector(s)

Unit sector	Indigenous land management

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCINF202 Install, maintain and repair farm fencing

Modification History

Release	Comments
Release 2	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 2.0.
Release 1	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to install, maintain and repair farm fencing.

All work is carried out to comply with workplace procedures, work health and safety legislation and codes, manufacturer's specifications and sustainability practices

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

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

Pre-requisite Unit

Nil

Unit Sector

Infrastructure (INF)

Elements and Performance Criteria

Elements	Performance criteria

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Elements describe the essential *outcomes.*	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for fencing work	1.1 Confirm work instructions with supervisor 1.2 Identify hazards and report to supervisor 1.3 Select tools and equipment appropriate to meet job requirements 1.4 Carry out routine pre-operational checks of tools 1.5 Identify faulty or unsafe tools and segregate for repair or replacement 1.6 Select and fit appropriate personal protective equipment 1.7 Arrange transport of fencing materials, tools and equipment to worksite
2. Undertake fence installation	2.1 Install and secure posts and stays 2.2 String and tension wire 2.3 Attach wire netting or other fencing materials 2.4 Position and attach gates and check for their correct operation
3. Maintain and repair fencing	3.1 Identify faults or structural damage and carry out necessary repairs 3.2 Dismantle fences and recover re-useable materials 3.3 Identify and report further maintenance or repair works 3.4 Pack for reuse, or dispose of, used fencing material
4. Complete fencing work	4.1 Clear and tidy work area and dispose of all non re-useable materials in an environmentally responsible manner 4.2 Clean and store tools, personal protective equipment and re-useable materials 4.3 Complete workplace records

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
AHCINF202 Install, maintain and repair fencing Release 2	AHCINF202 Install, maintain and repair fencing Release 1	Minor typographical error corrected	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCINF202 Install, maintain and repair farm fencing

Modification History

Release	Comments
Release 2	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 2.0.
Release 1	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and following safe work practices
- select the appropriate materials and tools
- assess the fencing site for environmental impacts of the fence
- install fence posts and stays erect fences, tension fencing wire and netting, install gates and components
- undertake repairs
- record work activities
- clean up the fencing site and remove and dispose of, or recycle, waste
- use hand tools and powered fencing machinery in a safe, efficient and controlled manner.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- designs and purpose of a range of conventional fencing
- wire types, knots, tensions applications and limitations
- common hazards involved in fencing installation, maintenance and repair
- uses and types of fencing tools and equipment
- fencing materials manufacturers specifications and guidelines
- relevant work health and safety and environmental legislation, codes of practice and enterprise procedures.

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Assessment Conditions

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

Assessors must satisfy current standards for RTOs.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCINF203 Maintain properties and structures

Modification History

Release Number	TP Version	Comments
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to maintain and repair properties and structures in situations that don't require the specialist skills of another trade.

All work is carried out to comply with workplace procedures, work health and safety legislation and codes, manufacturer's specifications and sustainability practices

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

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

Pre-requisite Unit

Nil.

Unit Sector

Infrastructure (INF)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify and confirm maintenance	1.1 Confirm work instructions with supervisor

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Element	Performance criteria
requirements	1.2 Identify hazards and report to supervisor 1.3 Select and fit appropriate personal protective equipment 1.4 Inspect structures and facilities to locate and evaluate defects, deterioration and impending defects 1.5 Check property infrastructure and resources for correct operation, minor maintenance needs and damage 1.6 Confirm maintenance plan
2. Select and prepare tools, equipment and materials	2.1 Select and check tools, equipment and materials for serviceability 2.2 Identify and segregate for repair or replacement faulty or unsafe tools 2.3 Identify, assess and report existing and potential hazards to health and safety 2.4 Select and fit personal protective equipment
3. Carry out routine maintenance	3.1 Carry out routine maintenance to infrastructure, structures and facilities 3.2 Carry out minor repairs to building cladding and paint
4. Complete maintenance activities	4.1 Clean, maintain and store worksite, tools and materials 4.2 Collect, treat and dispose of or recycle unwanted materials and waste from maintenance activities 4.3 Complete workplace records

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCINF203A Maintain properties and structures.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCINF203 Maintain properties and structures

Modification History

Release Number	TP Version	Comments
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be observed and repairing properties and structures, in a situation that does not require the specialist skills of another trade.

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and following safe work practices
- interpret and apply task instructions
- communicate with work team and supervisor
- select, prepare and safely use of a broad range of tools
- carry out routine maintenance to infrastructure, structures and facilities
- store or dispose of unused or waste materials

Knowledge Evidence

The candidate must demonstrate knowledge of:

- characteristics, capabilities and limitations of materials, equipment and tools
- operation of water taps and reticulation systems
- types of building cladding and finishes, purpose and use
- identification of defects and appropriate repair methods
- appropriate selection of repair materials
- work health and safety legislative requirements and Codes of Practice
- relevant Codes of Practice and procedures with regard to protection of the environment

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Assessment Conditions

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

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCINF303 Plan and construct conventional fencing

Modification History

Release Number	TP Version	Comments
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to plan and construct conventional fencing.

All work is carried out to comply with workplace procedures, work health and safety legislation and codes, manufacturer's specifications and sustainability practices

This unit applies to individuals who work under broad direction and take responsibility for their own work and use discretion and judgement in the selection and use of available resources.

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

Pre-requisite Unit

Nil.

Unit Sector

Infrastructure (INF)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Determine fencing	1.1 Determine fencing requirements

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Element	Performance criteria
requirements	1.2 Prepare fencing plan giving consideration to siting fences in relation to natural features and proposed uses
2. Prepare for construction	2.1 Check proposed fencing against property maps and work plan 2.2 Identify services, structures and features which may impact on the fencing work and incorporate into the fencing plan 2.3 Organise and transport tools and equipment to the work site 2.4 Confirm and arrange labour requirements if required 2.5 Identify work health and safety hazards, assess risks and implement risk controls
3. Construct conventional fence	3.1 Select, use, maintain and store suitable personal protective equipment 3.2 Mark out and check fence lines against work plan and property maps 3.3 Construct fence according to work plan and fence design 3.4 Attach and position gates for correct operation and function
4. Complete fencing operations	4.1 Clear and tidy work site and dispose of all waste in an environmentally responsible manner 4.2 Transport tools and fencing equipment from the work site and store according to workplace procedures 4.3 Report tools and equipment faults or malfunctions 4.4 Record and maintain relevant information

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCINF303A Plan and construct conventional fencing.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCINF303 Plan and construct conventional fencing

Modification History

Release Number	TP Version	Comments
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a range of contexts.

The candidate must provide evidence that they can:

- site the fence line according to property or land management plan
- estimate, cost and source fencing materials and arrange delivery
- identify hazards and implement safe work practices
- carry out fencing operations safely and efficiently
- construct a fence that meets specifications in plan or contract and is within tolerances for materials
- construct gate assemblies and swing gates
- string and strain wires to manufacturer's recommended tension
- use and maintain fencing machinery and equipment
- follow enterprise work health and safety policies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- issues affecting property fence planning and construction
- procedures for planning fencing in relation to the whole property plan
- range of fencing designs, construction methods and materials
- types of fencing construction tools and equipment
- fencing materials and costings
- common fencing hazards and safety precautions
- work health and safety legislative requirements and Codes of Practice
- relevant Codes of Practice with regard to the protection of the environment
- hazard identification, assessment and control

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Assessment Conditions

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

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCIRG306 Troubleshoot irrigation systems

Modification History

Release Number	TP Version	Comments
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to troubleshoot faults and blockages in irrigation systems.

It applies to individuals who take responsibility for own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

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

Pre-requisite Unit

Nil.

Unit Sector

Irrigation (IRG)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Locate and identify faulty components and blockages	1.1 Determine irrigation system and component function 1.2 Check and review monitoring and maintenance records 1.3 Carry out operational tests 1.4 Identify and document faulty components and blockages

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Element	Performance criteria
2. Shut down and isolate component	2.1 Apply shut down sequence and isolation procedures 2.2 Verify safe shutdown or isolation 2.3 Install safety or security lock off devices and signage
3. Replace faulty components and clear blockages	3.1 Organise access to faulty components and blockages 3.2 Remove faulty components and repair or dispose of 3.3 Select and install replacement components 3.4 Replace faulty components and clear blockages 3.5 Clear blockages or replace blocked sections
4. Return system to normal operating status	4.1 Return isolated or shutdown components to service 4.2 Carry out operational tests 4.3 Return system to normal operational set-up 4.4 Report and record repair activities

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCIRG306A Troubleshoot irrigation systems.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCIRG306 Troubleshoot irrigation systems

Modification History

Release Number	TP Version	Comments
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting.

The candidate must provide evidence that they can:

- carry out operational tests
- identify adverse environmental impacts of irrigation activities and appropriate remedial action
- operate, maintain and repair irrigation systems
- shut down and isolate components

Knowledge Evidence

The candidate must demonstrate knowledge of:

- characteristics and operation of replaceable components of irrigation systems
- environmental impacts of irrigation using water from any ground or underground source
- isolation procedures
- purchasing procedures
- system malfunctions and their likely causes

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCIRG331 Install pressurised irrigation systems

Modification History

Release	Comments
Release 2	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 2.0.
Release 1	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.

Application

This unit of competency covers the skills and knowledge required to install low and sprinkler volume irrigation systems.

It applies to individuals who take responsibility for own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

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

Pre-requisite Unit

Nil

Unit Sector

Irrigation (IRG)

Elements and Performance Criteria

Elements	Performance criteria
Elements describe the essential *outcomes.*	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Organise resources for	1.1 Select and use materials, tools, equipment and machinery

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Elements	**Performance criteria**
Elements describe the essential *outcomes.*	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
installation work	1.2 Check that parts and equipment match system drawings and specifications 1.3 Carry out pre-operational and safety checks on tools, equipment and machinery 1.4 Identify work health and safety hazards, assess risks and implement suitable controls 1.5 Select, use and maintain suitable safety and personal protective equipment 1.6 Identify environmental considerations of irrigation installation activities 1.7 Check water supply to ensure that it is compatible with system specifications
2. Set out and prepare site	2.1 Measure and mark out irrigation lines 2.2 Confirm trenches are at the specified depth without damage to services, facilities, features and established plants 2.3 Observe regulations relevant to the situation 2.4 Use work practices that reflect sustainable horticulture principles and respond to local community requirements
3. Install irrigation components	3.1 Interpret the irrigation system plan and, where applicable, supervise contractors and monitor work to ensure it conforms to the plan 3.2 Assemble and connect components and complete and test joints 3.3 Fit and adjust fittings and valves and secure all joints 3.4 Maintain a clean and safe work area while installation work is carried out
4. Commission irrigation system	4.1 Calibrate testing and monitoring equipment 4.2 Confirm the start-up sequence is in accordance with the operations manual 4.3 Flush system as required 4.4 Identify operating faults and take corrective where required 4.5 Record work outcomes and report to supervisor
5. Complete installation work	5.1 Finish off earthworks 5.2 Confirm the system configuration and capacity matches the

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Elements	Performance criteria
Elements describe the essential *outcomes.*	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	installation plan 5.3 Restore site and clear materials and equipment from the site on completion of maintenance works 5.4 Clean and store tools and equipment

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
AHCIRG331 Install pressurised irrigation systems Release 2	AHCIRG331 Install pressurised irrigation systems Release 1	Minor typographical error corrected	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCIRG331 Install pressurised irrigation systems

Modification History

Release	Comments
Release 2	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 2.0.
Release 1	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- calibrate testing and monitoring equipment
- commission irrigation system
- complete installation work
- organise resources for installation work
- set out and prepare the site.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the behaviour of water on varying terrain and soil types
- calculations for installing irrigation systems
- characteristics and operation of joints, valves and sprinkler components
- components of an irrigation system
- methods and techniques of installing irrigation
- operation of pumps and water flow rates
- soil characteristics
- soil water retention testing techniques
- water quality and water filtration techniques.

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Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCIRG333 Maintain pressurised irrigation systems

Modification History

Release Number	TP Version	Comments
1	AHCv1.0	Initial release

Application

This unit of competency covers the skills and knowledge required to implement a low volume or sprinkler irrigation maintenance program.

It applies to individuals who take responsibility for own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

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

Pre-requisite Unit

Nil.

Unit Sector

Irrigation (IRG)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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Element	Performance criteria
1. Interpret a low volume irrigation maintenance program	1.1 Determine the scope of maintenance 1.2 Determine the frequency of maintenance works 1.3 Establish irrigation maintenance standards 1.4 Plan and prepare maintenance works 1.5 Identify work health and safety hazards, assess risks and implement suitable controls 1.6 Identify environmental considerations of irrigation maintenance activities 1.7 Select and use suitable personal protective equipment
2. Inspect an irrigation system	2.1 Create an inspection checklist and inspect the system regularly 2.2 Identify remedial action required and undertake repairs to restore system to full effectiveness 2.3 Undertake servicing of mechanical equipment 2.4 Assess the results of maintenance works and record to ensure repairs or maintenance standards have been achieved
3. Carry out periodic system maintenance	3.1 Record damage and blockages with contaminants by damage type, location and the section of the system affected 3.2 Record and report damaged or faulty components and computer control systems and take action to effect repairs 3.3 Implement end of season maintenance procedures 3.4 Implement routine and preventative maintenance procedures
4. Record and report maintenance activities	4.1 Restore site and clear materials and equipment from the site on completion of maintenance works 4.2 Complete maintenance and servicing records 4.3 Record parts removed or replaced 4.4 Record or report faults and breakages

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Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

New unit - no equivalent.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCIRG333 Maintain pressurised irrigation systems

Modification History

Release Number	TP Version	Comments
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- check connections and controllers
- check sprinkler/emitter output and function
- confirm operational pressures
- ensure proper operation of automatic flush valves
- interpret and apply maintenance procedures
- remove, service and replace valves and filters
- test irrigation equipment

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of irrigation system maintenance
- characteristics and operation of pipes, joints, valves, emitters
- common operational and maintenance problems
- components of an irrigation system
- operation of pumps and water flow rates
- sprinkler/low volume irrigation system components

Assessment Conditions

Assessors must satisfy current standards for RTOs.

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Links

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AHCIRG406A Plan on-site irrigation system installation and construction work

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers planning on-site irrigation system installations and construction work and defines the standard required to: identify operational requirements from contract documentation; develop strategies and plan procedures for installation and construction; develop a project plan with tasks, responsibilities, timelines and costs.

Application of the Unit

Application of the unit	This unit applies to irrigation installers who plan on-site irrigation system installation and construction work.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Appraise contract documentation and translate into operational requirements	1.1. Copy of building approval and conditions is obtained as required. 1.2. Contract documentation is reviewed for any unusual aspects of construction, use of materials and penalties. 1.3. Availability of sub-contractors is ascertained and selected to suit job requirements. 1.4. Availability of materials is checked with suppliers. 1.5. Site access limitations are assessed. 1.6. Relevant authorities controlling construction work advised of commencement date for project as required.
2. Develop strategies for implementing the construction operations	2.1. Procedures for controlling and recording site deliveries are established. 2.2. Procedures for recording the hire of plant and equipment are determined. 2.3. Occupational Health and Safety (OHS) procedures are established, including hazard/risk management. 2.4. Procedures are established for dealing with environmental issues associated with irrigation construction work. 2.5. Procedures required for the control of multiple projects are determined.
3. Prepare project schedule for irrigation installation and construction	3.1. Construction operations are prepared in sequence. 3.2. Operations are entered into a manually prepared schedule or computer based software package. 3.3. 'Critical path' is identified and schedule revised with

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ELEMENT	PERFORMANCE CRITERIA
	new activities/projects, as needed, and documented. 3.4. Timeframe is adjusted to take account of anticipated delays.
4. Determine all the required resources for project	4.1. Temporary services and site accommodation is determined as required. 4.2. Plant requirements and dates are selected and accessed. 4.3. On site labour requirements are determined.
5. Prepare dilapidation report	5.1. Records are made of the condition of existing building(s) to be retained and structures on the adjacent site boundaries. 5.2. Copies of reports are submitted to adjacent building owners prior to commencing construction.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analyse contract conditions • develop strategies • schedule projects • determine resources • identify adverse environmental impacts of irrigation activities and appropriate remedial/preventative action • incorporate legislative and enterprise OHS and environmental procedures into planning • use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental

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REQUIRED SKILLS AND KNOWLEDGE
abilities.
Required knowledge
• installation and construction processes for on-site irrigation systems • logical construction sequence for the system • analysis of the required project resources • environmental impacts of irrigation using water from any ground or underground source • relevant enterprise OHS and environmental procedures • relevant Australian Standards (e.g. AS3500) • effect of main soil types on approach to excavation work and installation of irrigation components.

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	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • identify operational requirements from contract documentation • develop strategies and plan procedures for installation and construction • develop a project plan with tasks, responsibilities, timelines and costs.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Planning may include:	• the planning of installation and construction work for both gravity fed and pressurised irrigation systems.

Unit Sector(s)

Unit sector	Irrigation

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCIRG503 Design irrigation, drainage and water treatment systems

Modification History

Release Number	TP Version	Comments
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to design irrigation, draining and water treatment systems.

It applies to individuals who analyse information and exercise judgement to complete a range of skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

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

Pre-requisite Unit

Nil.

Unit Sector

Irrigation (IRG)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Determine design requirements	1.1 Analyse water quantity and quality needs for a particular crop or situation so that an estimation can be made for sufficiency and timeliness

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Element	Performance criteria
	1.2 Evaluate water transfer, recharge, reuse and harvesting systems 1.3 Determine water collecting and storing processes that do not degrade the water quality 1.4 Determine construction specifications that satisfy organisational and regulatory requirements 1.5 Identify and protect environmentally sensitive areas as required by local, State and National legislation 1.6 Investigate regional geology and geography so that a prediction can be made on the sustainability of irrigation, drainage, storage and treatment system 1.7 Conduct a site investigation to assess type of soil, depth of soil, depth of ground water, water salinity, and structural or chemical impediments and to determine the most cost effective irrigation, drainage, treatment and storage systems 1.8 Document design calculations and decisions
2. Define pumping and power systems	2.1 Identify pumps that can deliver water efficiently when needed, from the water storage at the flow and at the pressure required to operate the distribution system to the design specifications 2.2 Select pump motor combinations that are efficient, reliable, functional, serviceable and flexible for the intended application 2.3 Determine energy requirements and layout of electricity lines and check with local authorities 2.4 Optimise the relationship between capital and operational costs including a comparison of energy sources 2.5 Document performance indicators, design calculations and decisions 2.6 Design construction specifications that define work required to make suitable pumping and power systems available
3. Design an irrigation distribution system	3.1 Investigate regional geology and geography so that a prediction can be made on the sustainability of irrigation 3.2 Evaluate distribution systems and design with respect to a range of key variables 3.3 Size pipes, valves and fittings according to design system specifications so that capital cost is balanced against operation costs over the anticipated system life 3.4 Calculate and document flows, water levels and pressures so that they are within the acceptable tolerances for optimum performance 3.5 Include mechanisms for controlling and adjusting pressure and confirm isolation valves to direct water to areas with different irrigation schedules 3.6 Design distribution and monitoring systems to meet industry

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Element	Performance criteria
	recommendations and calculate distribution system flow and velocity 3.7 Design construction plans and specifications that define the work required to achieve the required standards of uniformity and efficiency of water application
4. Design a drainage, storage and treatment system	4.1 Document predictions of leaching fractions and salt movements and develop soil amelioration and drainage management plans 4.2 Determine the need for leachate interception and dewatering system, and if required, prepare construction specifications for interception and collection, water treatment, disposal and reuse or recycle 4.3 Design drainage, storage and treatment systems to meet industry recommendations and calculate distribution system flow and velocity 4.4 Produce construction plans and specifications that define the work required to achieve standards of uniformity and efficiency of the drainage, storage and treatment systems 4.5 Determine if drains and structures are capable of carrying the design water volumes and intensities 4.6 Minimise damage from drainage, storage and treatment system issues 4.7 Use hydrological calculations to predict volumes and rates of surface run-off
5. Determine capital expense budget	5.1 Document design calculations and decisions and communicate relevant information through plans, specifications and manuals 5.2 Determine and document materials requirements from plans and specifications 5.3 Estimate labour requirements based upon documented work schedule with reasonable allowance for variances in work schedules 5.4 Base costing attributed to each component on quoted information from suppliers, or sound analysis of individual elements 5.5 Confirm budget output by checking with an appropriately experienced and qualified person
6. Determine operating expense budget	6.1 Determine an operating expense budget that includes all expenses applicable to the completed irrigation, drainage, storage and treatment systems

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Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCIRG503A Design irrigation, drainage and water treatment systems.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCIRG503 Design irrigation, drainage and water treatment systems

Modification History

Release Number	TP Version	Comments
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- collect and analyse information
- compare costings
- develop budgets
- develop system specifications
- document outcomes
- identify adverse environmental impacts of irrigation, drainage, water treatment and storage activities and take appropriate remedial action
- identify system design requirements

Knowledge Evidence

The candidate must demonstrate knowledge of:

- contractual development and obligations
- control and monitoring systems
- cost/benefit analysis
- design processes
- developments in irrigation, drainage, storage and treatment technology
- environmental impacts of irrigation, drainage and water treatment
- soil types and their impact on the systems
- work health and safety and environmental protection legislation and regulations, codes of practice and enterprise policies and procedures

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Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCLSC302 Construct landscape features using concrete

Modification History

Release Number	TP Version	Comments
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to construct concrete structures and features as a component of landscape project works.

This unit applies to individuals who take responsibility for own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

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

Pre-requisite Unit

Nil.

Unit Sector

Landscape (LSC)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Plan and prepare work	1.1 Interpret plans and specifications 1.2 Check the quantity and quality of materials 1.3 Select tools and equipment and check for serviceability 1.4 Identify hazards, assess risks and implement controls

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Element	Performance criteria
	1.5 Select and use personal protective equipment (PPE) 1.6 Identify and ameliorate environmental impacts of proposed concrete works
2. Set out and prepare the site	2.1 Determine and locate services 2.2 Mark out the position of the structure or feature according to plans 2.3 Establish profiles to conform to the nominated tolerances 2.4 Prepare subsoil by removing all debris, vegetable matter and topsoil to provide a solid foundation for concrete 2.5 Install drainage systems according to plans and specifications 2.6 Install form work to the site in a manner that will ensure it remains rigid during concrete pouring operations 2.7 Place and compact sub-base material to the required finished levels 2.8 Complete preparation of the site according to the type of structure or feature to be constructed 2.9 Place reinforcement as designated in plans and specifications
3. Mix and pour concrete	3.1 Determine proportions for concrete mix according to the strength requirements of the project 3.2 Determine the volume of dry materials necessary to produce final concrete mix 3.3 Mix together all dry ingredients and required additives to ensure a thorough blending of all materials is achieved 3.4 Introduce sufficient water to produce a concrete mix to the required consistency 3.5 Pour concrete to designated levels in a manner to avoid segregation of materials 3.6 Consolidate concrete using an approved vibration method
4. Finish concrete	4.1 Screed concrete to the desired finished level 4.2 Trowel surface to desired finish 4.3 Finish concrete off according to plans and specifications
5. Check quality of work and clean-up site	5.1 Inspect the quality of finished works to ensure the required standard has been achieved 5.2 Remove and clean form work to allow reuse 5.3 Ensure all clean-up works minimise impact to the environment 5.4 Clean, maintain and store tools and equipment

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Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCLSC302A Construct landscape features using concrete.

Links

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Assessment Requirements for AHCLSC302 Construct landscape features using concrete

Modification History

Release Number	TP Version	Comments
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- interpret site plans and specifications
- set out and prepare a site for concrete
- measure and construct profiles
- establish levels using levelling equipment
- place reinforcement
- pour, consolidate and finish concrete

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the principles and practices of constructing concrete landscape features
- industry standards in relation to reinforcing and consolidating concrete
- MPA testing theory and what affects MPA specifications in a concrete mix
- sub-base and sub-grade materials and preparation
- the comparative environmental implications associated with soil removal and the placement of concrete

Assessment Conditions

Assessors must satisfy current standards for RTOs.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCLSC304 Erect timber structures and features

Modification History

Release Number	TP Version	Comments
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to erect timber structures and features as a component of landscape project works.

This unit applies to individuals who take responsibility for own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

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

Pre-requisite Unit

Nil.

Unit Sector

Landscape (LSC)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Plan and prepare work	1.1 Interpret plans and specifications 1.2 Check the quantity and quality of materials to ensure they conform to design drawings and specifications 1.3 Select tools and equipment and check for serviceability 1.4 Identify hazards, assess risks and implement controls accordingly

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Element	Performance criteria
	1.5 Select and use suitable personal protective equipment (PPE)
2. Set out the site and prepare the profile and footings	2.1 Determine and locate services 2.2 Mark out the position of the structure or feature 2.3 Establish profiles to conform to the nominated tolerances 2.4 Excavate and prepare footings according to the type of structure to be erected
3. Prepare and cut timber components	3.1 Prepare components for assembly 3.2 Mark out the length of components and the positions of cuts and joints 3.3 Cut, check and accurately drill components in preparation for joining and assembly
4. Assemble and erect structure	4.1 Fix, join or assemble timber components into position and fix into place 4.2 Install remaining components and fix into position 4.3 Finish off structure to ensure all components are secure and complete 4.4 Apply coatings
5. Check quality of work and clean-up site	5.1 Inspect the quality of finished works to ensure the required standard has been achieved 5.2 Clean debris from structure and site 5.3 Dispose of waste material in an environmentally safe and sensitive manner 5.4 Clean, store and maintain tools and equipment

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCLSC304A Erect timber structures and features.

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Links

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Assessment Requirements for AHCLSC304 Erect timber structures and features

Modification History

Release Number	TP Version	Comments
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- mark out a site for timber structures and features according to design drawings and specifications
- apply a variety of surface finishes
- establish levels and prepare footings where required
- estimate quantities
- use levelling equipment
- excavate footings
- fix, join or assemble timbers using a variety of recognised methods
- use a power tools efficiently and safely

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the principles and practices for erecting timber structures
- common timber joins
- levelling principles and techniques
- footings for timber structures and their construction methods
- timber fixing methods and products
- timber properties and characteristics

Assessment Conditions

Assessors must satisfy current standards for RTOs.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCMOM301 Coordinate machinery and equipment maintenance and repair

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to coordinate machinery and equipment maintenance and repair for a small enterprise.

All work must be carried out to comply with workplace procedures, work health and safety requirements manufacturer's specifications and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work including limited responsibility for the work of others. They use discretion and judgement in the selection and use of available resources.

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

Pre-requisite Unit

Nil.

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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Element	Performance criteria
1. Prepare for maintenance and repair work	1.1 Clarify requirements of the work responsibilities with the supervisor 1.2 Identify equipment and material resource requirements according to the scope of the coordination work and the supervisor's instructions 1.3 Identify, document and present the priorities for maintenance and repair activities and time allocation to the supervisor for verification 1.4 Identify the environmental implications of the proposed maintenance and repair work and assess and report the likely outcomes to the supervisor 1.5 Identify work health and safety hazards, assess risks and implement risk controls 1.6 Select, use and maintain personal protective equipment according to enterprise procedures
2. Maintain and repair machinery and equipment	2.1 Maintain and repair equipment and machinery 2.2 Purchase, store and use materials to assist in maintenance and repair work 2.3 Organise delivery of materials to the site 2.4 Organise machinery and equipment to be on-site in good order when they are required 2.5 Identify and organise maintenance and repairs requiring specialist attention
3. Coordinate and report on maintenance and repair activities	3.1 Coordinate resources to suit the maintenance and repair activities and priority of work 3.2 Inform operators of their responsibilities in respect to operational maintenance requirements of machinery and equipment 3.3 Monitor and document personnel, activities, timelines and materials usage 3.4 Recognise and report contingency situations to the supervisor and take corrective actions 3.5 Report to management the maintenance and repair activities undertaken and completed

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCMOM301A Coordinate machinery and equipment maintenance and repair.

Links

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Assessment Requirements for AHCMOM301 Coordinate machinery and equipment maintenance and repair

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- perform a work health and safety risk assessment and implement safe work procedures and ensure a safe workplace
- read and interpret documentation associated with work site activities
- seek technical advice on the scale of repairs required where necessary
- establish priorities for work to be carried out
- calculate material and resource requirements
- co-ordinate a team to achieve optimum performance
- respond to contingencies and taking corrective actions where necessary
- document activities, timelines and material usage

Knowledge Evidence

The candidate must demonstrate knowledge of:

- work schedule programming
- possible causes of disruption to work activities and their effect on quality and time schedules
- responsibilities and requirements for maintaining and repairing machinery and equipment
- range, use and availability of materials, equipment and machinery that may be required for the project
- environmental awareness associated with undertaking maintenance and repair work on machinery and equipment to ensure the impact on the environment is minimal
- relevant work health and safety issues, legislative requirements and codes of practice

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Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting. All evidence collected must meet minimum requirements including industry standard timeframes for performance of tasks.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCMOM402 Supervise maintenance of property, machinery and equipment

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to supervise maintenance of property, machinery and equipment.

All work must be carried out to comply with workplace procedures, work health and safety requirements, manufacturer's specifications and sustainability practices.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters. They use discretion and judgement in the selection, allocation and use of available resources and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

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

Pre-requisite Unit

Nil.

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the	Performance criteria describe the performance needed to demonstrate

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Element	Performance criteria
essential outcomes.	achievement of the element.
1. Prepare maintenance plan	1.1 Identify maintenance requirements for property, machinery and equipment from relevant information sources 1.2 Identify and quantify maintenance costs 1.3 Check maintenance requirements against warranty, insurance agreements and indemnity provisions 1.4 Develop a maintenance plan to promote and sustain performance and production systems in line with enterprise requirements 1.5 Establish an effective workplace communication strategies with regard to maintenance plan, environmental and work health and safety policies, and enterprise requirements
2. Implement maintenance plan	2.1 Identify, secure and include resource and supply requirements in enterprise budgets and operational considerations 2.2 Communicate prepared maintenance schedules and procedures effectively to staff, contractors and suppliers 2.3 Implement and schedule a maintenance plan to minimise disruption to enterprise operations 2.4 Assess potential risks with regard to staff and supply problems, and prepare contingency plans accordingly 2.5 Align tasks required to staff capability and provide training where required 2.6 Confirm machinery and equipment is operated to manufacturer's specifications, work health and safety and enterprise requirements
3. Monitor maintenance plan	3.1 Monitor maintenance activities and performance against maintenance plan for efficiency and effectiveness 3.2 Monitor and control workplace hazards and environmental implications associated with maintenance procedures in line with work health and safety and enterprise requirements 3.3 Monitor and control costs within enterprise budget requirements 3.4 Document relevant information with regard to the maintenance plan in accordance with enterprise requirements 3.5 Ensure property, machinery and equipment are maintained in clean and safe operational conditions

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCMOM402A Supervise maintenance of property, machinery and equipment.

Links

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Assessment Requirements for AHCMOM402 Supervise maintenance of property, machinery and equipment

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards, implement risk control strategies and oversee safe work practices
- plan, cost and schedule maintenance requirements
- order materials and allocating resources
- deal with contingencies and reschedule maintenance where necessary
- establish and monitor performance targets for maintenance team
- monitor and report on performance of maintenance activities
- dispose of waste products appropriately
- communicate effectively with work team, contractors and management
- implement enterprise work health and safety and environmental policies
- provide on job training /mentoring

Knowledge Evidence

The candidate must demonstrate knowledge of:

- types of maintenance requirements with regard to property, machinery and equipment
- maintenance and servicing cycles for property, machinery and equipment
- relevant State or Territory legislation, regulations and Codes of Practice with regard to work health and safety, environmental protection requirements, and the use and control of hazardous substances
- principles of hazard identification and risk management in the work place
- principles of on the job training and mentoring

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Assessment Conditions

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

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCMOM402A Supervise maintenance of property machinery and equipment

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers supervising maintenance of property machinery and equipment and defines the standard required to: schedule and cost the maintenance requirements of machinery; order materials, allocate resources and schedule maintenance; carry out maintenance with regard to timelines, costs and safety; deal with contingencies and reschedule maintenance where necessary; dispose of waste products according to environmental legislation and enterprise procedures.

Application of the Unit

Application of the unit	This unit applies to those whose job role includes supervising the maintenance of property, machinery and equipment.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare maintenance plan	1.1. Maintenance requirements for property, machinery and equipment are identified form relevant information sources. 1.2. Maintenance costs are identified and quantified. 1.3. Maintenance requirements are checked against warranty, insurance agreements and indemnity provisions. 1.4. Maintenance plan is develop to promote and sustain performance and production systems in line with enterprise requirements. 1.5. Effective workplace communication strategies are established with regard to maintenance plan, environmental and Occupational Health and Safety (OHS) policies, and enterprise requirements.
2. Implement maintenance plan	2.1. Resource and supply requirements are identified, secured and included in enterprise budgets and operational considerations. 2.2. Prepared maintenance schedules and procedures are effectively communicated to staff, contractors and suppliers to minimise negative impacts on production and costs. 2.3. Maintenance plan is implemented and scheduled to minimise disruption to enterprise operations. 2.4. Potential risks are assessed with regard to staff and supply problems, and contingency plans prepared accordingly.

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ELEMENT	PERFORMANCE CRITERIA
	2.5. Tasks required are aligned to staff capability, and training is provided where required. 2.6. Machinery and equipment are operated to manufacturer's specifications, OHS and enterprise requirements.
3. Monitor maintenance plan	3.1. Maintenance activities and performance are monitored against maintenance plan for efficiency and effectiveness. 3.2. Workplace hazards and environmental implications associated with maintenance procedures are monitored and controlled in line with OHS and enterprise requirements. 3.3. Costs are monitored and controlled within enterprise budget requirements. 3.4. Relevant information with regard to the maintenance plan is documented in accordance with enterprise requirements. 3.5. Property, machinery and equipment are maintained in clean and safe operational conditions.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• identify hazards and oversee safe work practices • plan, cost and schedule maintenance requirements • establish and monitor performance targets for maintenance team • monitor and access performance of maintenance activities • observe the emergence and supervise the removal of workplace hazards and risks • use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record routine and more complex

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REQUIRED SKILLS AND KNOWLEDGE
workplace measures and data • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• types of maintenance requirements with regard to property, machinery and equipment • maintenance and servicing cycles for property, machinery and equipment • relevant State/Territory legislation, regulations and Codes of Practice with regard to workplace OHS and environmental protection requirements, and the use and control of hazardous substances • hazards and risks and respective control measures • training and instruction techniques for directing the learning of staff.

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	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • schedule and cost the maintenance requirements of machinery • order materials, allocate resources and schedule maintenance • carry out maintenance with regard to timelines, costs and safety • deal with contingencies and reschedule maintenance where necessary • dispose of waste products according to environmental legislation and enterprise procedures.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Supervision may include:	• the range of maintenance programs performed in agriculture horticulture industry enterprises.

Unit Sector(s)

Unit sector	Machinery operation and maintenance

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCNAR303 Implement revegetation works

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to implement revegetation works in natural restoration areas.

This unit applies to individuals who work under broad direction and use discretion and judgement in the selection and use of available resources.

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

Pre-requisite Unit

Nil.

Unit Sector

Natural Area Restoration (NAR)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare for revegetation works	1.1 Identify appropriate timing and method of planting required 1.2 Select tools and materials required for the task and check functionality and cleanliness 1.3 Identify, obtain and store plant materials 1.4 Determine and organise labour and machinery requirements

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Element	Performance criteria
	1.5 Prepare a works schedule and provide to management or client 1.6 Conduct a safety risk assessment and apply work health and safety procedures
2. Prepare the revegetation site	2.1 Identify site hazards, assess risks and implement risk controls 2.2 Undertake site preparation according to planting plan or supervisor's instructions 2.3 Use soil nutrients and ameliorants, if required by plan specifications 2.4 Mark out revegetation site according to supervisor instructions or plan, applying knowledge of ecosystems and habitat requirements 2.5 Treat all diseased and competing plants, debris and pollutants according to the plan and implement risk controls 2.6 Select and apply treatments according to the risk controls selected 2.7 Install protective structures where indicated by the risk controls implemented
3. Undertake revegetation works	3.1 Carry out revegetation works in accordance with work health and safety policies and procedures and wear appropriate personal protective equipment 3.2 Inspect plant materials before revegetation works and discard defective materials 3.3 Treat plant materials with required nutrients according to documented guidelines 3.4 Plant revegetation stock according to planting program 3.5 Apply appropriate techniques for protecting, securing or anchoring new plants 3.6 Apply appropriate biosecurity and environmentally sustainable practices 3.7 Ensure all of the revegetation program requirements have been implemented 3.8 Identify and report potential threats to revegetation works
4. Maintain revegetated site	4.1 Monitor growth of plants 4.2 Maintain site according to the planting program requirements 4.3 Undertake remedial action and plant protection according to the needs of the species 4.4 Clean, maintain and store tools and equipment

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Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCNAR303A Implement revegetation works.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCNAR303 Implement revegetation works

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- carry out all revegetation works according to the planting plan or supervisor instructions
- prepare the site for revegetation works
- conduct a site hazard identification and risk control assessment
- recognise and treat plant diseases on a revegetation site
- treat weeds and competing plants
- clean and maintain the revegetated site
- use, clean, maintain and store machinery and equipment according to manufacturer instructions
- apply work health and safety practices in the context of own work
- apply biosecurity measures in the context of own work
- apply appropriate sustainability practices in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- revegetation techniques
- ecosystems, provenance and habitat requirements
- factors affecting the timing and method of planting
- identification of pests and diseases of trees
- principles and methods relating to the prevention and control of pests and diseases
- safety requirements when handling and using hazardous goods
- nutrient requirements of a range of plant species and cultivars
- physiology of plant growth

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- techniques for protecting and securing or anchoring trees and shrubs
- soils, nutrients and ameliorants applicable to revegetation program

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCNAR402A Plan the implementation of revegetation works

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers planning the implementation of revegetation works and defines the standard required to: establish the purpose and client preferences for the site to be revegetated; carry out a site visit and confirm any planning requirements; develop a plan for the site, detailing the resources required and the program of works; develop timelines for the establishment and maintenance phases of the project; document the staged implementation plan.

Application of the Unit

Application of the unit	This unit applies to supervisors of revegetation programs who plan the implementation of revegetation works.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Carry out preliminary planning activities for revegetation works	1.1. Client preferences and contract requirements including the scope of the work for the revegetation project are confirmed and verified. 1.2. Specific statutory obligations and site responsibilities that may affect the implementation of works are identified. 1.3. An initial site visit is conducted to verify the biophysical and other factors of the project area including environmental considerations and historical modifications. 1.4. Occupational Health and Safety (OHS) obligations associated with the revegetation works are identified, OHS hazards are assessed and controls developed, costed and documented in the implementation plan according to enterprise guidelines. 1.5. The availability, quantity and costs of plants and other materials listed in the project schedules are verified.
2. Prepare a staged plan of work	2.1. Resources, tools and equipment required for revegetation procedures and ongoing maintenance of the site are identified, costed and availability confirmed with suppliers, contractors and appropriate personnel. 2.2. Site access and establishment issues are investigated to consider and plan for the environmental impacts of site work practices, avoid safety hazards to workers or the public, and minimise disruption to site works during the construction period.

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ELEMENT	PERFORMANCE CRITERIA
	2.3. A program of works is prepared to provide a sequential allocation of resources and work tasks to meet the project contract timelines. 2.4. Timelines are developed for site establishment, the establishment period and maintenance of works. 2.5. Seasonal factors and impacts are incorporated in the staging strategy to allow for planting supply and care, wet day access, machinery use, fire hazards and establishment period. 2.6. Where required, special project works related to habitat resource development and enhancement are included in the staged implementation plan. 2.7. Document the staged implementation plan.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- assess a site for opportunities and constraints associated with implementation of revegetation works
- prepare schedules for implementation of revegetation works
- use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- awareness of the role of revegetation works in the restoration of the environment
- practical understanding of the environmental issues associated with undertaking revegetation works, and the need to comply with legislation and ensure that the

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REQUIRED SKILLS AND KNOWLEDGE
impact on the environment is minimal • principles of ecology including specific native plant and animal relationships and habitat requirements • identification, propagation and establishment techniques of specific native plant species • site evaluation techniques including methods of analysing soils, waterways and their condition • practical understanding of the advantages and disadvantages of a range of revegetation procedures • chemical, cultural and biological weed and feral animal control techniques • soil conservation and enhancement techniques and their advantages and disadvantages in reference to specific sites and habitats • soil erosion control and stormwater management techniques • maintenance requirements and practices for native plants prior to and after initial establishment • growth habits and cultural requirements of specific native plants under a range of soil and environmental conditions • OHS hazards associated with undertaking revegetation works and the controls necessary to remove or minimise risks associated with them • contract documents including specifications, plans of landscape works, services, supplies and surveyors documents.

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	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • establish the purpose and client preferences for the site to be revegetated • carry out a site visit and confirm any planning

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EVIDENCE GUIDE	
	requirements • develop a plan for the site, detailing the resources required and the program of works • develop timelines for the establishment and maintenance phases of the project • document the staged implementation plan.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Revegetation works may include:	• works for disturbed, degraded or remnant natural sites.

Unit Sector(s)

Unit sector	Natural area restoration

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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AHCNSY201 Pot up plants

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to transplant established plants with developed root systems.

It applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context. All work is carried out to comply with workplace procedures.

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

Pre-requisite Unit

Nil.

Unit Sector

Nursery (NSY)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare for potting up operations	1.1 Clarify work activity instructions with supervisor 1.2 Identify any work health and safety hazards and tell supervisor 1.3 Select and use tools and equipment for potting up 1.4 Clean and disinfect work area 1.5 Collect materials and check that there is sufficient quantity and

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Element	Performance criteria
	quality for potting up operations 1.6 Select and use suitable personal protective equipment (PPE)
2. Prepare growing media	2.1 Measure media components and mix as instructed 2.2 Test growing media to ensure the product complies with media specifications
3. Pot up propagated plants	3.1 Prepare plants for potting 3.2 Pot up selected propagated plants 3.3 Grade plants during the potting process to meet quality specifications and report any abnormalities to supervisor 3.4 Adjust media level in pots to produce a well-furnished plant 3.5 Ensure that placement and depth of plants comply with the planting method and plan 3.6 Add fertilisers and other products as directed
4. Complete potting up operation	4.1 Water plants in to eliminate air pockets and prevent dehydration 4.2 Perform cleaning procedures and follow hygiene practices 4.3 Collect waste and dispose of or recycle to minimise damage to the external environment 4.4 Maintain records of potting up operations in the appropriate format 4.5 Clean and store tools and equipment

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCNSY201A Pot up plants.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCNSY201 Pot up plants

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare tools, equipment, media and plants
- measure media components
- disinfect work areas
- operate potting machinery (if required)
- pot up propagated plants
- handle plants with care
- treat common problems of plants
- use and maintain tools

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the principles and practices of potting up plants
  - appropriate use of personal protective equipment
  - basic plant physiology
  - common problems in a controlled environment
  - enterprise plants and their characteristics
  - hygiene and quality control
  - methods of disposing of waste
  - properties of relevant potting media

Assessment Conditions

Assessors must satisfy current standards for RTOs.

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Links

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AHCNSY202 Care for nursery plants

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to maintain and care for containerised nursery plants.

It applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context. All work is carried out to comply with workplace procedures.

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

Pre-requisite Unit

Nil.

Unit Sector

Nursery (NSY)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare to work	1.1 Clarify work activity instructions with supervisor 1.2 Identify any work health and safety hazards and tell supervisor 1.3 Select and use appropriate tools and equipment 1.4 Select and use suitable personal protective equipment (PPE)

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Element	Performance criteria
2. Maintain the nursery environment	2.1 Service irrigation system components for basic operational use and repair or replace basic user serviceable parts 2.2 Check irrigation system for functionality 2.3 Monitor environmental controls to ensure specified levels are maintained 2.4 Follow hygiene practices to minimise risk of contamination
3. Maintain nursery plants	3.1 Apply fertiliser and other products as directed 3.2 Remove weeds from pots as directed 3.3 Apply water in the quantity and method specified 3.4 Block and space plants as required 3.5 Prune plants as directed 3.6 Stake and tie plants as directed 3.7 Provide feedback to supervisor on work completed
4. Complete nursery plant maintenance operation	4.1 Record workplace information in the appropriate format 4.2 Collect waste and dispose of or recycle 4.3 Clean and store tools and equipment

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCNSY202A Tend nursery plants.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCNSY202 Care for nursery plants

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- select and use appropriate tools and equipment
- maintain nursery hygiene
- Service, repair or replace basic operational irrigation system components and user serviceable parts
- maintain nursery plants as instructed
- check irrigation system performance
- monitor environmental controls
- recognise common problems in nursery plants
- repair or replace user serviceable irrigation components
- record workplace information

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the principles and practices of nursery plant care
  - botany and plant physiology as applies to maintaining nursery plants
  - common problems that may occur with containerised plants in a controlled environment and their treatment
  - daily water requirements of nursery plants
  - hygiene and quality control when tending nursery plants
  - principles and operations of irrigation systems used in nurseries, in basic terms

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Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCNSY203 Undertake propagation activities

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to carry out a range of propagation tasks.

It applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context. All work is carried out to comply with workplace procedures.

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

Pre-requisite Unit

Nil.

Unit Sector

Nursery (NSY)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare for plant propagation	1.1 Clarify work activity instructions with supervisor 1.2 Identify any work health and safety hazards and tell supervisor 1.3 Select and use tools and equipment for potting up 1.4 Clean and disinfect work area

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Element	Performance criteria
	1.5 Select and use suitable personal protective equipment (PPE) 1.6 Collect propagation material using the appropriate method for the species 1.7 Maintain and store propagation material to ensure maximum viability
2. Propagate plants	2.1 Apply pre-treatment appropriate to the propagation method and species 2.2 Carry out propagation techniques appropriate to the requirements of the species 2.3 Handle propagation material in a way that minimises damage and maximises viability 2.4 Apply water and nutrients to suit the media conditions, plant requirements and propagation techniques used 2.5 Apply labels 2.6 Monitor plant health and take remedial action if required
3. Complete propagation activities	3.1 Collect waste and dispose of or recycle to minimise damage to the external environment 3.2 Maintain records of activities in the appropriate format 3.3 Clean and store tools and equipment

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCNSY203A Undertake propagation activities.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCNSY203 Undertake propagation activities

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare for plant propagation according to instructions
- collect propagation material as appropriate to species
- apply pre-treatments
- apply water and nutrients
- carry out a variety of propagation techniques
- collect propagation material
- maintain environmental parameters and temperature controls
- minimise damage to and maximise viability of propagated material
- maintain records of activities

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the principles and practices of propagation
  - botany and plant physiology as it applies to propagation
  - common problems that occur while performing propagation activities
  - enterprise hygiene requirements
  - enterprise requirements for handling and disposal of nursery wastes
  - maintenance requirements of tools and equipment used for propagation
  - plant nutrition
  - propagation methods required for a range of plant species
  - quality specifications/characteristics of a range of parent plants and propagation materials

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- record keeping relevant to the work function

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCNSY301 Maintain nursery plants

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to maintain and care for nursery plants.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

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

Pre-requisite Unit

Nil.

Unit Sector

Nursery (NSY)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare to work	1.1 Select and use appropriate materials, tools and equipment 1.2 Identify work health and safety hazards, assess risks and implement suitable controls 1.3 Select, use and maintain suitable safety and personal protective equipment (PPE)

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Element	Performance criteria
2. Monitor and maintain the nursery environment	2.1 Monitor environmental parameters against the needs of the plants 2.2 Alter environmental parameters, as required, to meet the needs of nursery plants and market requirements 2.3 Service irrigation system components for basic operational use and repair or replace basic user serviceable parts
3. Determine daily water requirements	3.1 Determine water requirements according to the needs of the plant and environmental parameters 3.2 Apply water to meet the needs of the plant group 3.3 Monitor water requirements of the plant
4. Promote plant growth by intervention	4.1 Test potting media in production areas to ensure quality specifications are met 4.2 Monitor the health of the plant 4.3 Undertake plant interventions as required 4.4 Dispose of waste with full consideration of the environmental implications
5. Complete work	5.1 Clean and store equipment, tools and equipment 5.2 Maintain records on all maintenance activities

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCNSY301A Maintain nursery plants.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCNSY301 Maintain nursery plants

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare for nursery plant maintenance activities
- calculate daily water needs
- implement a range of plant maintenance activities
- monitor plant health
- operate irrigation systems
- recognise stages of plant growth
- record workplace information
- repair or replace user serviceable irrigation components

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the principles and practices of nursery plant maintenance
  - botany and plant physiology as it applies to plant maintenance
  - characteristics of various types of potting media
  - common problems that occur with nursery plants and their treatment
  - effect of different pruning and intervention methods
  - effects of environmental parameters on plant growth
  - factors affecting the growth of nursery plants
  - methods of calculating daily water needs
  - optimum growing conditions for a range of plants in a nursery
  - principles and operations of a range of irrigation systems used in nurseries

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- processes for modifying environmental parameters
- relationship between plant water needs and environmental parameters
- symptoms of unhealthy plants
- treatments required by plants at different stages and environmental parameters

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCNSY302 Receive and dispatch nursery products

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to select and collect nursery products for the purpose of dispatch, delivery or pick up by client and the process of receiving and processing of products from suppliers.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources.

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

Pre-requisite Unit

Nil.

Unit Sector

Nursery (NSY)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Select product for an order	1.1 Select and use materials, equipment and personal protective equipment (PPE) 1.2 Select product from stock batches to match order forms or client request

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Element	Performance criteria
	1.3 Assist clients onsite with selection or direct to particular product or display area 1.4 Evaluate quality of product visually to ensure that it meets standard order requirements for quality 1.5 Block up stockholding areas for presentation 1.6 Monitor the amount of remaining product and retain information to inform other clients
2. Maintain the stock inventory	2.1 Collate orders in the sales or dispatch area 2.2 Check orders for quality of product and for accuracy of quantity 2.3 Keep electronic or manual records of outgoing sales in the product inventory 2.4 Adjust the inventory of the quantity of nursery stock available for sale
3. Prepare for dispatch or delivery	3.1 Check product for correct labelling and replace incorrect labelling 3.2 Package product for delivery and presentation to the client 3.3 Pack product into containers for ease of handling 3.4 Assist delivery of product by loading and stacking product according to the configuration of the transportation vehicle 3.5 Check product quality at each stage in the delivery process 3.6 Maintain and tidy sales and dispatch areas and packing and packaging materials
4. Receive products	4.1 Check incoming product for quality and correct quantities 4.2 Transfer product to stock holding areas with appropriate manual handling techniques 4.3 Transfer incoming documentation, receipts of delivery and invoices to administration

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCNSY302A Receive and dispatch nursery products.

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Links

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Assessment Requirements for AHCNSY302 Receive and dispatch nursery products

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- evaluate product quality
- interpret order forms
- maintain product records
- meet client service requirements
- monitor and carry out product dispatch and delivery processes
- select product for order requirements

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the principles and practices of receiving and despatching nursery products
  - best practice guidelines for nursery hygiene
  - common sources of cross contamination from transport vehicles
  - environmental controls necessary for transporting plants
  - quality standards for the packing, packaging and labelling of products
  - quarantine policies and relevant quarantine legislation
  - stock control procedures

Assessment Conditions

Assessors must satisfy current standards for RTOs.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCNSY306 Implement a propagation plan

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to implement a propagation plan for a range of plants using a range of different propagation methods.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

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

Pre-requisite Unit

Nil.

Unit Sector

Nursery (NSY)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare for propagation activities	1.1 Interpret workplace instructions and organise tasks to achieve daily work routine within time constraints 1.2 Select and prepare appropriate tools, equipment and machinery 1.3 Identify work health and safety hazards, assess risks, implement control measures and report to the supervisor

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Element	Performance criteria
	1.4 Select, use and maintain appropriate personal protective equipment (PPE) 1.5 Prepare growing environment to suit species and propagation method 1.6 Implement hygiene practices
2. Select propagation material	2.1 Identify parent plant and select according to health, vigour and desired characteristics 2.2 Select and collect propagation material according to the propagation method and species 2.3 Select appropriate conditioning and storage requirements to ensure maximum viability of propagating material
3. Prepare propagating media	3.1 Select media components for propagation mix 3.2 Test propagation media to ensure the product complies with media specifications 3.3 Determine storage requirements for the unused propagation media
4. Propagate plants	4.1 Prepare propagation material safely ensuring risks associated with airborne hazards are reduced 4.2 Perform propagation techniques appropriate for the plant species 4.3 Handle plants to minimise damage 4.4 Provide aftercare to suit the media conditions, plant requirements and propagation techniques employed
5. Complete propagation operations	5.1 Clean work site using appropriate hygiene requirements 5.2 Collect waste and dispose of or recycle to minimise damage to the environment 5.3 Complete and maintain records

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCNSY306A Implement a propagation plan.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCNSY306 Implement a propagation plan

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare the growing environment to suit species and propagation method
- recognise and rectify problems and anomalies with parent plants, propagation material, propagation media, equipment and materials
- select appropriate propagation material
- handle potting mixes and propagation materials in a safe manner
- apply propagation techniques as appropriate to plants being propagated
- Provide aftercare to suit media conditions, plant requirements and propagation techniques

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the principles and practices for implementing a propagation plan
  - aftercare requirements for a range of propagated plants
  - problems that may occur performing propagation activities and preventative action
  - enterprise hygiene standards required for propagation activities
  - preferred types of propagation media for different species
  - propagation techniques required for a range of plants
  - quality specifications for parent plants and propagation materials
  - testing methods applied to propagation media

Assessment Conditions

Assessors must satisfy current standards for RTOs.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCNSY401 Plan a growing-on program

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to plan a growing-on program and monitor the implementation of the program.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

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

Pre-requisite Unit

Nil.

Unit Sector

Nursery (NSY)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify issues affecting the growing-on program	1.1 Determine production requirements in consultation with management 1.2 Identify factors that could limit the production of nursery plants

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Element	Performance criteria
	1.3 Identify work health and safety hazards, assess risks and implement control measures 1.4 Consider the environmental implications of a growing-on program 1.5 Incorporate sustainable practices into the growing-on plan
2. Develop the growing-on plan	2.1 Identify activities involved in the growing-on program 2.2 Identify labour, materials, tools and equipment needs 2.3 Select environmental parameters and alter to meet plant needs and production plans 2.4 Determine growing media requirements, taking into account the needs of the plant and production plans 2.5 Determine planting dimensions and layout after consulting production plans 2.6 Identify treatments required for the growing-on program 2.7 Identify hygiene requirements for the growing-on program
3. Document the growing-on plan	3.1 Document the growing-on plan, including all information identified in the development stage 3.2 Document a budget supporting the plan and request approval by management 3.3 Organise a schedule of activities 3.4 Communicate the growing-on plan and schedule of activities to staff
4. Oversee and monitor the growing-on program	4.1 Monitor the health of the plants to ensure they are at optimum growth 4.2 Modify treatments as required to maintain optimum growth 4.3 Confirm plants are ready for dispatch meet customer specifications

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCNSY401A Plan a growing-on program.

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Assessment Requirements for AHCNSY401 Plan a growing-on program

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify and assess factors that could impact the growing-on program
- Identify labour, materials and activities involved in the growing-on program
- conduct research about production requirements, growth conditions and marketing implications of a growing-on program
- negotiate, budget and document plans
- communicate plans and schedules to staff
- oversee and monitor the growing-on program

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the principles and practices of planning a growing on program
  - application techniques for chemical and non-chemical intervention or treatments
  - chemical, cultural and biological pest, weed and disease control techniques
  - common problems of growing-on and preventative actions that may apply
  - enterprise hygiene standards required for growing-on activities
  - enterprise quality standards of nursery plant production
  - optimal growing requirements of nursery plants
  - preferred types of propagation media for different species
  - processes and techniques for preparing, costing and documenting plans for and scheduling growing-on activities
  - testing methods applied to propagation media

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Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCNSY402 Plan a propagation program

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to plan a propagation program and monitor the implementation of the program.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

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

Pre-requisite Unit

Nil.

Unit Sector

Nursery (NSY)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Carry out preliminary planning activities for a plant propagation	1.1 Determine production requirements 1.2 Evaluate space requirements for the program 1.3 Determine propagation techniques, taking into account the species

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Element	Performance criteria
program	and sound horticultural practice 1.4 Determine environmental parameters that impact on propagation 1.5 Negotiate a budget for the propagation program 1.6 Identify work health and safety hazards, assess risks and implement control measures
2. Develop the propagation plan	2.1 Identify labour, materials, tools and equipment needs 2.2 Determine propagation media requirements, taking into consideration the propagation method and needs of the plant 2.3 Determine strategies to modify environmental conditions, taking into account the type of plant and propagation method used 2.4 Determine selection criteria for the propagation material 2.5 Determine hygiene requirements for propagation activities
3. Monitor success of propagation activities	3.1 Identify and record variances from plan and scheduled activities 3.2 Assess propagated plants for health, quality and viability

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCNSY402A Plan a propagation program.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCNSY402 Plan a propagation program

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- negotiate, budget and document propagation plans
- research information about production requirements, growth conditions and marketing implications
- develop a propagation plan that takes into account labour, materials and propagation media requirements and environmental conditions
- determine hygiene requirements for propagation activities
- monitor propagation activities

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the principles and practices of propagation program planning
  - aftercare requirements for a range of propagated plant varieties and cultivars
  - application techniques for chemical and non-chemical intervention or treatments
  - problems performing propagation activities and preventative action
  - hygiene standards required for propagation activities
  - identification, propagation and establishment techniques for a range of plants
  - enterprise quality specifications for parent plants and propagation materials
  - Plant Breeders Rights (PBR) and related legislation
  - preferred types of propagation media for different species
  - processes for preparing plans for and scheduling propagation activities
  - testing methods applied to propagation media

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Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCNSY402A Plan a propagation program

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers planning a propagation program and defines the standard required to: determine propagation techniques and resources required; select propagation materials and media and determine optimal environmental conditions; determine plant hygiene requirements; review propagation plan by monitoring strike rate and health and quality of propagated plants; negotiate and document plans.

Application of the Unit

Application of the unit	This unit applies to plant propagators.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Carry out preliminary planning activities for a plant propagation program	1.1. Management and marketing requirements are confirmed and understood. 1.2. Space requirements for propagation program are evaluated. 1.3. Propagation techniques are determined according to species and sound horticultural practice. 1.4. Environmental parameters that impact on propagation are determined. 1.5. Budget for the propagation program is negotiated with management. 1.6. Occupational Health and Safety (OHS) hazards associated with the propagation program are identified, risks assessed and controls implemented.
2. Develop the propagation plan	2.1. Labour, materials, equipment and machinery needs are identified. 2.2. Propagation media requirements are determined according to the propagation method and needs of the plant. 2.3. Strategies to modify environmental conditions are determined according to the type of plant and propagation method used. 2.4. Selection criteria for the propagation material are determined according to the type of plant and propagation method. 2.5. Hygiene requirements for propagation activities are determined. 2.6. Propagation plan is documented and schedule of

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ELEMENT	PERFORMANCE CRITERIA
	activities are communicated clearly to staff.
3. Monitor success of propagation activities	3.1. Variances from plan and scheduled activities are identified and recorded. 3.2. Propagated plants are assessed for health, quality and viability according to enterprise quality standards. 3.3. Remedial procedures are planned to meet marketing objectives and business imperatives.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- plan a propagation program applies to the
- conduct literature and consultative research to obtain information about propagation requirements, growth conditions, and marketing implications
- use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- OHS hazards associated with undertaking propagation activities, and the controls necessary to remove or minimise risks associated with them
- practical understanding of the OHS and environmental issues associated with use and disposal of propagation media
- enterprise and industry hygiene standards required for propagation activities, including relevant quarantine regulations
- industry and enterprise quality specifications for parent plants and propagation materials
- common problems that may occur while performing propagation activities in a

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REQUIRED SKILLS AND KNOWLEDGE
controlled environment, and preventative/corrective action that may apply • processes and techniques for preparing, costing and documenting plans for and scheduling propagation activities • identification, propagation and establishment techniques required for a range of plant varieties and cultivars • monitoring staff performance • Plant Breeders Rights (PBR) and related legislation • aftercare requirements for a range of propagated plant varieties and cultivars • testing methods applied to propagation media • preferred types of propagation media for different species • chemical, cultural and biological pest, weed and disease control techniques • application techniques for chemical and non-chemical intervention or treatments.

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	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • determine propagation techniques and resources required • select propagation materials and media and determine optimal environmental conditions • determine plant hygiene requirements • review propagation plan by monitoring strike rate and health and quality of propagated plants • negotiate and document plans.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or

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EVIDENCE GUIDE	
	enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Propagation techniques may include:	• seed • cuttings • layering • growing on tissue cultured plants • division or splitting • budding • grafting • spores • cloning.

Unit Sector(s)

Unit sector	Nursery

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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AHCPGD402 Plan a plant establishment program

Modification History

Release	Comments
Release 2	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 2.0.
Release 1	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to develop a plant establishment program and a relevant site plan and specifications.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

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

Pre-requisite Unit

Nil

Unit Sector

Parks and gardens (PGD)

Elements and Performance Criteria

Elements	Performance criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Carry out preliminary planning activities for the plant establishment	1.1 Consult with client and clarify preferences and requirements for the plant establishment program

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Elements	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
program	1.2 Research plant species and cultivars; and local by-laws and restrictions that may affect the plant establishment program 1.3 Identify environmental implications of the planned program and, if necessary, report to relevant personnel for further research 1.4 Develop a concept plan that reflects client preferences and requirements and takes into account site factors and any identified environmental requirements 1.5 Present the concept plan to the client for discussion and approval
2. Determine requirements of the plant establishment program	2.1 Identify plant species and cultivars appropriate to the site and consistent with the agreed concept plan 2.2 Calculate and cost the required quantity and confirm availability with suppliers 2.3 Select plant establishment procedures that suit the characteristics of available plant materials, the resources and equipment available and environmental factors that would affect the success of the plant establishment program 2.4 Identify post-planting care requirements 2.5 Identify and cost resources, tools, equipment and machinery required for planting and post-planting care and confirm availability confirmed with suppliers, contractors and appropriate personnel 2.6 Identify work health and safety hazards, assess risks and develop controls, estimate costs and documented in the plan 2.7 Outline staged implementation and development, where appropriate, and provide access for future works provided 2.8 Determine timelines for preparations, planting and post-planting care, taking into account the needs of the plant species and cultivars, site conditions, and any other planning requirements
3. Prepare and document the plant establishment program and specification	3.1 Produce a scaled site plan which can be readily interpreted and understood by on-site personnel 3.2 Develop and document detailed on-site procedures and schedules required for the planting of the site and post-planting care of plants 3.3 Prepare detailed plan, specifications and quotation based on the requirements of the program, and present to the client for acceptance

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
AHCPGD402 Plan a plant establishment program Release 2	AHCPGD402 Plan a plant establishment program Release 1	Minor typographical error corrected	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCPGD402 Plan a plant establishment program

Modification History

Release	Comments
Release 2	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 2.0.
Release 1	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting.

The candidate must provide evidence that they can:

- plan a plant establishment program
- consult with clients
- document plans, specifications and work procedures
- comply with legislative requirements
- write plans and reports that staff, clients and contractors can understand
- calculate the cost and spatial and logistical requirements of components of the plant establishment program.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- identification, propagation and establishment techniques of specific plant species and cultivars
- the advantages and disadvantages of a range of plant establishment procedures
- maintenance requirements and practices for specific plant species and cultivars, prior to and after initial establishment
- processes and techniques for preparing, costing and documenting plans for and scheduling plant establishment activities
- processes and techniques for scheduling plant establishment activities.

Assessment Conditions

Assessors must satisfy current standards for RTOs.

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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCPHT503 Manage a controlled growing environment

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to manage controlled growing environments.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

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

Pre-requisite Unit

Nil.

Unit Sector

Production horticulture (PHT)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify crop requirements	1.1 Determine crop growth and production requirements according to a documented production plan 1.2 Research environmental parameters for optimal growing

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Element	Performance criteria
	conditions for the specific crop, using available information resources 1.3 Identify and record controlled growing environment factors
2. Determine requirements for controlled growing environment	2.1 Identify, cost and confirm availability of structures, machinery, equipment and resources required to control environmental conditions 2.2 Identify detrimental environmental impacts associated with the controlled growing environment system
3. Prepare a management plan for controlled growing environment	3.1 Determine management objectives for controlled growing environment consistent with production plan and market requirements for crop quantity and quality 3.2 Develop a schedule of environmental control procedures according to controlled environment management objectives 3.3 Evaluate and report staff training needs with regard to operation and maintenance of environmental control systems 3.4 Document a budget supporting the controlled environment management plan and seek approval 3.5 Communicate the schedule of environmental control procedures clearly to staff
4. Manage controlled growing environment	4.1 Identify controlled environment indicators and thresholds for remedial action for monitoring 4.2 Develop monitoring frequency and schedule according to the requirements of the production plan and communicate to staff 4.3 Record, analyse and apply all monitoring data to ensure optimal plant development 4.4 Document and report remedial action undertaken 4.5 Monitor costs of the controlled growing environment system against budget 4.6 Record and report budget adjustments 4.7 Evaluate recorded information, budget data and production outputs and document operational achievements towards management objectives in a report

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCPHT503A Manage a controlled growing environment.

Links

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Assessment Requirements for AHCPHT503 Manage a controlled growing environment

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- develop a management plan to cover staff training, budgets, operating procedures and remedial actions
- develop environmental monitoring procedures
- evaluate and document the achievements towards management objectives
- identify the growing requirements of the crop
- prepare specifications for controlled growing infrastructure

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for managing controlled growing environments
  - controlled environmental conditions in regard to crop plant physiology, growth stages, and product quality and quantity
  - legislation and regulations relating to the controlled environment systems
  - market requirements for crop quantity and quality
  - monitoring, analysis and recording systems
  - plant physiology and biochemistry
  - quality production methods and techniques for a range of controlled environment plants
  - staff training requirements
  - techniques and methods of implementing optimal growing conditions for a range of horticultural crops

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Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCPMG201 Treat weeds

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to recognise significant weed species and apply a range of weed treatment control options.

This unit applies to supervised workers treating weeds in commercial crops, nurseries, parks and gardens, turf, and natural areas and is carried out following strict work instructions and under supervision.

Supervisors are required to hold current chemical handling certification and a first aid certificate. Other licensing conditions may also apply to this unit. Specific determination should be sought through the relevant State or Territory.

Pre-requisite Unit

Nil.

Unit Sector

Pest Management (PMG)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare to treat weeds	1.1 Recognise target weeds by common name 1.2 Record details of the weed occurrence and discuss with supervisor

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Element	Performance criteria
	1.3 Identify appropriate control technique with supervisor 1.4 If spraying is necessary, calculate application rates required and confirm calculations with supervisor 1.5 Select and prepare equipment for use according to enterprise guidelines, supervisor's direction and manufacturer's specifications 1.6 Place caution or warning signs as required by work instructions or standard operating procedures 1.7 Identify work health and safety and environmental hazards and report safety concerns to the supervisor
2. Treat weeds	2.1 Wear personal protective equipment according to manufacturer's specifications 2.2 Prepare treatments according to supervisor's instructions, manufacturer guidelines, label directions and safety data sheets 2.3 Apply treatments to minimise damage to non-target species according to work health and safety and regulatory requirements
3. Carry out post treatment operation	3.1 Clean and store personal protective equipment and application equipment 3.2 Dispose of treatment waste in a way that causes minimal environmental damage 3.3 Maintain records according to enterprise guidelines and regulatory requirements

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCPMG201A Treat weeds

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCPMG201 Treat weeds

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- follow supervisor instructions to prepare and apply treatments to weeds
- identify and report safety and environmental hazards according to workplace requirements
- shut down and clean and store personal protective equipment and application equipment in a way that minimises environmental impacts
- dispose of treatment waste according to workplace procedures and without causing environmental damage
- maintain records according to workplace and legislative requirements
- use standard industry terminology for plants, weeds and chemicals
- apply work health and safety practices in the context of own work
- apply appropriate sustainability practices in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- sources of information on weeds and treatments
- environmental considerations when using chemicals for treating weeds
- equipment required to complete the task
- equipment capabilities and limitations
- personal protective equipment required for treating weeds
- weeds and dispersal methodologies common to work area
- a range of treatment methods
- caution or hazard signs and signals
- purpose of chemical labels and safety data sheets
- where to access safety data sheets

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Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCPMG202 Treat plant pests, diseases and disorders

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to treat plant pests, diseases and disorders.

This unit applies to supervised workers in plant or pasture-based industries and is carried out following strict work instructions and under supervision.

Supervisors are required to hold current chemical handling certification.

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

Pre-requisite Unit

Nil.

Unit Sector

Pest Management (PMG)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare to treat plant pests, diseases and disorders	1.1 Recognise plant pests, diseases and disorders by common name 1.2 Record details of the plant pest, disease and disorder occurrence and report to the supervisor

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Element	Performance criteria
	1.3 Select treatment methods in consultation with the supervisor 1.4 Calculate application rates required if spraying is necessary, and confirm calculations with supervisor 1.5 Select and prepare equipment for use according to enterprise guidelines, supervisor's directions and manufacturer's specifications 1.6 Identify work health and safety hazards and report safety concerns to the supervisor 1.7 Place caution or hazard signs and signals as required by work instructions and standard operating procedures
2. Apply treatments to plant pests, diseases and disorders	2.1 Wear personal protective equipment according to work health and safety policies and procedures 2.2 Prepare treatments according to supervisor's instructions, safety data sheets or chemical labels and manufacturer's guidelines 2.3 Apply treatments according to work health and safety, environmental and regulatory requirements, to minimise damage to non-target species
3. Carry out post treatment operation	3.1 Clean and store personal protective equipment and application equipment 3.2 Dispose of treatment waste in a way that causes minimal environmental damage or biosecurity risks 3.3 Maintain records according to enterprise guidelines and regulatory requirements 3.4 Monitor response to treatment

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCPMG202A Treat plant pests, diseases and disorders

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCPMG202 Treat plant pests, diseases and disorders

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare and apply treatments to plant pests, diseases or disorders
- identify and report work health and safety and environmental hazards
- follow work health and safety policies and procedures to treating plant pests, diseases and disorders
- follow instructions to prepare and apply treatments to minimise damage to non-target plant and animal species
- dispose of treatment waste without causing environmental damage
- shut down and clean equipment in a way that minimises environmental impacts
- use, clean and store personal protective equipment and application equipment according to workplace procedures
- maintain records to legislative and workplace standards
- apply biosecurity measures in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- environmental considerations when using chemicals
- equipment capabilities and limitations
- plant pests, diseases and disorders common to host plants in a work area
- equipment required to complete the task
- treatment methods appropriate to the issue and the environment
- caution or hazard signs and signals required when treating plant pests, diseases and disorders
- purpose of, and information provided in chemical labels and safety data sheets

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- how to access safety data sheets in own workplace and what information is included in them

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCPMG301 Control weeds

Modification History

Release	Comments
Release 2	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 2.0.
Release 1	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to plan and coordinate weed control activities.

This unit applies to workers in agriculture, horticulture or land management-based enterprises who are required to carry out the control of weed infestations using cultural, biological and chemical methods to provide effective, economical control of weeds while minimising damage to the environment.

The unit applies to workers who demonstrate autonomy and judgement and take limited responsibility in known contexts.

Individuals operating in this field who use chemicals for weed control are required to hold current chemical handling certification. Other licensing conditions may also apply to this unit. Specific determination should be sought through the relevant State or Territory.

Pre-requisite Unit

Nil

Unit Sector

Pest Management (PMG)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Assess weed infestation	1.1 Record details of weeds and potential for weeds in target area 1.2 Identify the scope, stage and size of the weed infestation that adversely impacts on the landscape or production 1.3 Determine if plant health or growth or production requirements are compromised by level of infestation 1.4 Identify tolerable levels of infestation according to client, legislation, market, environmental and Integrated Pest Management requirements 1.5 Seek professional advice or conduct research on possible approaches to control of the weed infestation 1.6 Identify non-target plant and animal species present in the area 1.7 Assess the site for access, suitability of control measures, work health and safety and environmental risk
2. Plan control measures	2.1 Determine suitable control options according to Integrated Pest Management principles, legislative requirements and industry practice 2.2 Identify, assess, and control risks to all stakeholders and the environment, including risks to self, the public, non-target plant and animal species 2.3 Identify appropriate tools, equipment machinery and resources for the planned control measure 2.4 Select appropriate personal protective equipment in accordance with work health and safety requirements 2.5 Prepare or select an integrated plan for the control measures or strategies according to Integrated Pest Management principles and environmental sustainability practices 2.6 Prepare documentation for control measures, including work health and safety, safety data sheets, and chemical use according to workplace and legislative requirements
3. Implement weed control	3.1 Assess if conditions are appropriate for control plan to proceed and make any necessary adjustments to the plan 3.2 Implement control measures in accordance with Integrated Pest Management plan and standard industry practice 3.3 Ensure that control measures minimise non-target species and environmental damage 3.4 Maintain records and documentation of the control measures

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Element	Performance criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	applied
4. Monitor control measures	4.1 Monitor control measures to identify signs of adverse impact on humans, animals, non-target plants or environment 4.2 Assess effectiveness of control measures in accordance with Integrated Pest Management guidelines and available industry standards 4.3 Report assessment of control measures to client or organisation

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
AHCPMG301 Control weeds Release 2	AHCPMG301 Control weeds Release 1	Minor typographical error corrected	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCPMG301 Control weeds

Modification History

Release	Comments
Release 2	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 2.0.
Release 1	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify range of weeds and beneficial organisms in the work area
- plan and coordinate weed control activities
- identify threshold levels or tolerance of weeds
- identify target weeds at different growth stages
- conduct a site hazard identification and risk control assessment for weed control
- prepare, maintain and calibrate equipment
- select and apply weed management methods appropriate to the context
- maintain records of weed management activities
- monitor, record and report the effectiveness of methods
- minimise damage to non-target species and the environment
- apply work health and safety practices in the context of own work
- apply appropriate sustainability practices in the context of own work.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- suitable weed control measures and timing of weed control activities based on:
  - the lifecycle and ecology of a range of relevant weeds in the area
  - the cyclical nature of weeds and control programs
  - how weeds grow and spread and methods of weed dispersal
  - weed characteristics
  - beneficial organisms in the area

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  - new and emerging weed species present in the area
  - how plant health or growth requirements can be compromised by infestation levels
  - economic, aesthetic, health, fire hazard and environmental thresholds for a range of weeds, common to the area
  - weed control methods and when they should be selected, including prevention strategies
  - non-target plants common to the area, especially plants with morphological features similar to the target pest plant
  - key concepts of Integrated Pest Management
  - risk factors including human, animal health and environmental associated with control measures
- factors that affect the efficacy of weed management
- how to conduct activities in a manner that avoids or minimises disturbance to other plant or animal species
- signs of adverse impact on humans, animals, non-target plants and the environment due to implemented control measures and ways of minimising these adverse effects
- a range of site-monitoring techniques that may be used to implement the weed control plan
- hazard identification and risk assessment methodologies
- types of equipment including personal protective equipment appropriate to the control measure
- work health and safety requirements pertaining to the use of cultural, biological and chemical agents
- relevant parts of the organisation's pest management plan and survey strategy
- legislative requirements relevant to weed control.

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCPMG302 Control plant pests, diseases and disorders

Modification History

Release	Comments
Release 2	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 2.0.
Release 1	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.

Application

This unit of competency describes the skills and knowledge required to control plant pests, diseases and disorders, taking into consideration Integrated Pest Management options. The unit describes the skills and knowledge required to identify a range of pests, diseases and disorders and beneficial organisms, assess damage or threat to plants and select and apply pest and disease controls and timing of operations. It includes preparing and calibrating equipment, monitoring the effectiveness of controls and keeping records.

This unit applies to workers in plant-based enterprises or activities working under limited supervision from others with checking only related to overall progress. Workers may require limited organisation and have limited responsibility for the work of others.

Individuals operating in this field are required to hold current chemical handling certification and a first aid certificate. Other licensing conditions may also apply to this unit. Specific determination should be sought through the relevant State or Territory.

Pre-requisite Unit

Nil

Unit Sector

Pest Management (PMG)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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Element	**Performance criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Assess pests and disease infestation	1.1 Assess the scope and size of the infestation 1.2 Identify and report or record plant pests, diseases and disorders, beneficial organisms and hosts 1.3 Determine thresholds of pest infestations tolerated by the client, market or environment from the Integrated Pest Management strategy
2. Plan the implementation of management measures	2.1 Select management measures from Integrated Pest Management strategy suitable for the infestation 2.2 Select management measures to minimise impact on non-target plant or animal species and to meet production or environmental objectives 2.3 Select tools, equipment and machinery for each work activity according to enterprise work procedures 2.4 Identify work health and safety hazards, assess risks and implement risk controls 2.5 Select, use and maintain personal protective equipment according to label or manufacturer instructions 2.6 Select management measures in full consideration of work health and safety and environmental implications and legislation
3. Implement management measures	3.1 Follow work health and safety procedures throughout management activities 3.2 Coordinate enterprise work team, contractors and Integrated Pest Management product suppliers in a sequential, timely and effective manner in consultation with the supervisor 3.3 Implement management measures according to the Integrated Pest Management standards or industry Code of Practice 3.4 Maintain a clean and safe work area throughout and on completion of each activity 3.5 Maintain records as required by legislation and enterprise guidelines
4. Monitor management methods	4.1 Monitor management measures to identify side effects to other plants, animals or external environment 4.2 Assess effectiveness of management methods in reference to specified industry, work health and safety and enterprise standards 4.3 Make adjustments to Integrated Pest Management methods where

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Element	Performance criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	necessary to meet enterprise specifications

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
AHCPMG302 Control plant pests, diseases and disorders Release 2	AHCPMG302 Control plant pests, diseases and disorders Release 1	Minor typographical error corrected	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCPMG302 Control plant pests, diseases and disorders

Modification History

Release	Comments
Release 2	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 2.0.
Release 1	This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must demonstrate that they can:

- identify pests, diseases and disorders, beneficial organisms and host plants in target area
- assess damage or threat to plants
- select and apply pest and disease management options and determine timing of operations according to pest management plans, to maximise impact on target species and minimise risks to non-target plant and animal species in the area
- prepare and calibrate equipment
- monitor the effectiveness of pest and disease management methods
- keep records of pest and disease management activities to regulatory and enterprise standards
- follow of work health and safety procedures when carrying out pest and disease management activities
- apply appropriate environmental sustainability practices when planning and carrying out work.
-

Knowledge Evidence

The candidate must explain:

- pest, disease and disorder and symptom recognition of host stress
- economic, aesthetic or environmental thresholds for a range of plant pests, diseases and disorders

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- chemical, biological and cultural methods and treatments available to the enterprise within the parameters of an Integrated Pest Management program
- range and use of tools, equipment and machinery available to the enterprise for implementing the management measures
- range of site monitoring and analysis techniques that may be used to implement an Integrated Pest Management program
- implications of choice of plant pest and disease control methods with site limitations, environmental implications, end market and production or environmental objectives for the site
- basic principles of Integrated Pest Management standards or industry Code of Practice
- work health and safety responsibilities for employees and employers
- correct use, maintenance and storage of personal protective equipment
- work health and safety and environmental legislative requirements including hazardous substances regulations.

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCPMG402A Develop a pest management action plan within a local area

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers developing a pest management action plan within a local area and defines the standard required to: determine the lifecycle, distribution and loss of production caused by the pest; document the economic losses and environmental risks and impacts of the pest; develop control measures based on a combination of strategies to control the pest at its most vulnerable stage with minimal environmental impact; establish the costs and benefits of implementing the selected control strategies; select management options to eradicate or manage the pest across a local region; negotiate an action plan to implement the management options across an area or region.

Application of the Unit

Application of the unit	This unit applies to regional pest management officers and is likely to be undertaken independently, with reference to specialist advice.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Determine land management/production objectives	1.1. Land users and other stakeholders are consulted regarding local objectives. 1.2. Objectives address major land uses and production activities in the local area affected by the impacts of the target pests. 1.3. Objectives relate to the problem definition and the reduction in the pest impacts and associated losses. 1.4. Objectives comply with national, state and regional legislation and regulations. 1.5. Objectives support strategies for land and pest management.
2. Estimate costs and advantages for management units	2.1. The diversity of land management and production values that the target pests affect within the local area is defined. 2.2. The likely costs of preferred options for control of pest populations and/or changes to land management or production activities associated with each value are estimated. 2.3. The likely costs are compared with the impacts and losses caused by the target pests.

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ELEMENT	PERFORMANCE CRITERIA
	2.4. The management units most affected, both actually and potentially, by the target pests are defined and prioritised.
3. Define the performance level for each land management/production objective	3.1. Performance levels are defined in accordance with sustainable land use principles to address target pests population levels, economic impacts and environmental impacts. 3.2. Performance levels are realistic and measurable.
4. Select management options for the target pests	4.1. Options for controlling pest populations and/or changing land management or production practices are assessed in terms of economic factors, technical difficulty, practical feasibility, social and/or environmental acceptability. 4.2. A range of management options are assessed in terms of current and future financial support, when control activities are to be implemented, level of target pests population reduction required, and the most suitable control methods and techniques. 4.3. A management option is selected in accordance with sustainable land use principles, economic feasibility, environmental acceptability, Integrated Pest Management (IPM) principles, and statutory requirements for pest control.
5. Negotiate possible actions with relevant stakeholder	5.1. The action is based on the definition of the problem using data from measurement of abundance and impacts. 5.2. The action clearly documents the pest problem, the objectives, the stakeholders, the prioritised management units, the performance criteria, and the most suitable management options.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• identify hazards and implement safe work practices • determine land use objectives

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REQUIRED SKILLS AND KNOWLEDGE
• estimate costs and advantages for areas affected by the target pest/s • define performance levels for pest management for each land use • select management control options for the target pest/s • use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• relevant local, regional, state and national strategies for pest management including those for individual species • motivational effects of stakeholder involvement • community facilitation processes • local land management process • relevant legislative and regulatory requirements including statutory requirements for pest control • environmental protection legislation • principles of IPM • pest control methods and techniques • defining local land management and production values • determining cost benefit analysis of management options • sustainable land use principles • Occupational Health and Safety (OHS), environmental and pesticides legislation, codes of practice and enterprise 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.

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EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • determine the lifecycle, distribution and loss of production caused by the pest • document the economic losses and environmental risks and impacts of the pest • develop control measures based on a combination of strategies to control the pest at its most vulnerable stage with minimal environmental impact • establish the costs and benefits of implementing the selected control strategies • select management options to eradicate or manage the pest across a local region • negotiate an action plan to implement the management options across an area or region.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Action plans may include:	• those relating to a range of weeds and vertebrate and invertebrate pests.

Unit Sector(s)

Unit sector	Pest management

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCPMG507 Develop a regional pest management plan

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to develop a pest management plan that applies to a large or regional level. It also describes the skills and knowledge required to gain agreement and commitment from stakeholders to implement the plan.

Pest management plans are used by land managers who practice sustainable land management principles and require a collaborative approach with neighbouring landholders.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They demonstrate deep knowledge in specific technical areas, are able to analyse and synthesise information and analyse, design and communicate solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication. However, all units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

Pre-requisite Unit

Nil.

Unit Sector

Pest Management (PMG)

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Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Determine goals of the plan	1.1 Determine scope of the plan 1.2 Determine the need for, and establish a steering committee, where necessary 1.3 Determine consultation requirements 1.4 Conduct and document consultation with stakeholders to determine goals 1.5 Assess and document options for controlling pest populations, changing land management or production practices, in terms of economic factors, technical difficulty, practical feasibility, and social and environmental acceptability
2. Set specific objectives for the pest management plan	2.1 Define and document objectives to be achieved in consultation with stakeholders 2.2 Define roles and responsibilities of stakeholders in delivering objectives
3. Identify activities required to achieve specific objectives	3.1 Determine and document activities required to achieve objectives in consultation with stakeholders 3.2 Prioritise activities and seek commitment from relevant stakeholders, where relevant 3.3 Conduct risk management for community, environment, work health and safety and production 3.4 Ensure activities align with pest management plan, environmental sustainability policies and biosecurity plans or legislation 3.5 Determine monitoring, evaluation and reporting methods
4. Determine performance criteria for objectives	4.1 Determine measurable performance criteria in terms of target pest population levels, economic impacts and environmental impacts
5. Publish the plan	5.1 Check the plan meets all biosecurity, legislative and national and State or Territory strategic policies 5.2 Submit draft plan to stakeholders for review 5.3 Finalise plan and seek endorsement by key stakeholders 5.4 Publish and distribute plan according to organisational requirements

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Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit has resulted from the merging of AHCPMG402A Develop a pest management action plan within a local area and AHCPMG503A Develop a strategy for the management of target pests and is not equivalent to either of these units.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCPMG507 Develop a regional pest management plan

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- produce a pest management plan that contains objectives and management options which comply with relevant legislation and best practice principles of pest management
- consult with stakeholders to reach agreed upon outcomes from identified objectives
- scope geographical area, landscape and land uses within area and with stakeholders
- develop pest management plan according to defined pest problem
- align pest management plan to biosecurity plans or legislation
- develop pest management plan in accordance with sustainable land use principles, economic feasibility, environmental acceptability and statutory requirements for pest control
- develop, evaluate and document all management options to control, eradicate or prevent pest populations
- achieve approval of the plan by key stakeholders
- conduct risk assessments and cost-benefit analyses of the range of management options available in order to select the best option for the specific context
- apply work health and safety policies and procedures in the context of own work
- include appropriate animal welfare Code of Practice and Standard Operating Procedures in the plan
- apply appropriate sustainability practices in the plan

Knowledge Evidence

The candidate must demonstrate knowledge of:

- planning techniques

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- concepts of the strategic approach to pest management, the importance of monitoring and the effectiveness of management evaluation
- relevant local, regional, State/Territory and national pest management strategies
- Federal, State or Territory legislation and regulations relating to pest management activities
- principles of integrated pest management
- types of monitoring technology available
- land use processes, ecological systems and production systems
- pest management options and strategies
- techniques used to validate target pest population and distribution data supplied by stakeholders, and methods of obtaining other relevant data
- how to measure or estimate economic losses and environmental impacts from pest presence
- Federal and State or Territory legislation and regulations relating to property, stock and duty of care
- target pest biology and lifecycles
- potential diseases or toxicity risks
- pest population dynamics and economic and environmental thresholds
- wildlife issues and how to minimise risks to non-target species as well as deal with pest behaviour
- environmental protection legislation
- basic requirements for ensuring the welfare of animals described in the relevant Codes of Practice

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCSAW201 Conduct erosion and sediment control activities

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to control erosion and sediment using earthworks construction and other land forming activities.

Construction is often carried out using a single earthmoving machine in varied conditions and terrains that requires the plant operator to develop skills that are unique to this sector.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work, they undertake defined routine activities.

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

Pre-requisite Unit

Nil.

Unit Sector

Soil and Water Conservation (SAW)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare to work	1.1 Read work instructions relating to the activity and clarify purpose

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Element	Performance criteria
	and issues with the supervisor 1.2 Prepare tools and equipment and use as instructed by supervisor 1.3 Identify manual handling and other work health and safety hazards, tell supervisor and apply safe work practices to minimise risks 1.4 Select personal protective equipment and clothing and ensure correct fit
2. Conduct erosion and sediment control activities	2.1 Identify erosion and sediment risks at a site and confirm with supervisor 2.2 Assemble structures to prevent erosion and control sediment at site 2.3 Carry out sediment control and maintenance activities 2.4 Operate tools, machinery and equipment as instructed
3. Complete work	3.1 Dispose of or recycle soil and waste material from the site to minimise damage to the environment 3.2 Clean, store and maintain all tools and equipment

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCSAW201A Conduct erosion and sediment control activities

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCSAW201 Conduct erosion and sediment control activities

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- conduct erosion and sediment control activities as instructed by a supervisor
- identify hazards and follow safe operating procedures
- identify erosion and sediment control structures, measures and practices
- carry out routine work with control measures and structures
- identify areas at risk of erosion
- operate or use machinery tools and equipment required for the tasks involved safely and efficiently

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the need for erosion and sediment control, including:
- the cost of erosion and sedimentation to the community
- the effect of loss of habitat
- how water quality is affected
- how soil erosion can cause loss of production, assets and amenities
- re-occurring maintenance, repair and monitoring requirements for controls
- agents and processes of erosion and sedimentation and ways to control them
- types of erosion and sediment control structures and techniques for constructing them
- role of vegetation in erosion control
- basic catchment issues
- characteristics of soils with an emphasis on erodible soils

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Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCSAW302 Implement erosion and sediment control measures

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to construct, install and maintain a range of measures specified on erosion and sediment control plans.

This unit applies to individuals who work under broad direction and take responsibility for their own work including limited responsibility for the work of others.

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

Pre-requisite Unit

Nil.

Unit Sector

Soil and Water Conservation (SAW)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare for implementation and construction	1.1 Confirm that erosion and sediment control plan and schedule of works match site conditions 1.2 Identify survey pegs and site indicators on site 1.3 Match equipment and tools to program works and terrain on site 1.4 Verify work readiness of selected equipment and tools

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Element	Performance criteria
	1.5 Assess and minimise risks to others and the environment 1.6 Select and use appropriate personal protective equipment 1.7 Select materials to complete proposed works in line with construction schedule
2. Carry out implementation and construction	2.1 Plan work sequence 2.2 Construct earthworks 2.3 Install erosion and sediment control products and materials
3. Carry out repairs and maintenance procedures	3.1 Monitor site, identify issues and carry out repairs as necessary 3.2 Complete maintenance procedures as required 3.4 Clean and store machinery, tools and equipment 3.5 Complete work records

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCSAW302A Implement erosion and sediment control measures

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCSAW302 Implement erosion and sediment control measures

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- construct, install and maintain a range of erosion and sediment control measures
- identify hazards and implement safe work procedures
- prepare for implementation and construction
- read and follow plans to carry out implementation and construction
- identify survey pegs and site indicators on site and on the plans
- carry out repairs and maintenance procedures to enterprise standards
- select equipment and materials appropriate for the task
- operate equipment and machinery according to safe work practices and manufacturer instructions
- clean and store equipment, machinery and tools according to organisational requirements

Knowledge Evidence

The candidate must demonstrate knowledge of:

- materials cartage pollution control
- sequence of working and timing/duration
- work health and safety issues relating to the equipment and the site
- equipment used
- materials suitable for constructing erosion and sediment control measures and where to source them on site
- limitations of structures including timing of maintenance, structure life cycle, specifications and standards

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Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCSAW302A Implement erosion and sediment control measures

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the construction/installation and maintenance of a range of measures specified on erosion and sediment control plans and defines the standard required to: select and prepare equipment; confirm the details of work; identify survey pegs and site indicators; construct earthworks in line with the plan; install erosion and sediment control products and materials; carry out repairs and maintenance procedures.

Application of the Unit

Application of the unit	This unit applies to workers who are required to carry out the actions specified on erosion and sediment control plans.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for implementation and construction	1.1. Erosion and sediment control plan and schedule of works match site conditions. 1.2. Survey pegs and site indicators are identified on site. 1.3. Equipment and tools are matched to program works and terrain on site. 1.4. Work readiness of selected equipment and tools are verified in line with contractor policy. 1.5. Materials are selected to complete proposed works in line with construction schedule.
2. Carry out implementation and construction	2.1. Earthworks are constructed in accordance with details specified in the plan and to industry standards. 2.2. Erosion and sediment control products and materials are installed in accordance with manufacturer's recommendation and industry guidelines and plans.
3. Carry out repairs and maintenance procedures	3.1. Site works maintenance inspection schedule is applied to reinstate operating effectiveness of erosion and sediment control measures on site.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• identify hazards and implement safe work procedures • prepare for implementation and construction • carry out implementation and construction • carry out repairs and maintenance procedures • use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record accurately and legible information collected and select and apply procedures for a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required • use numeracy skills to estimate, calculate and record routine workplace measures • use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• materials cartage pollution control • sequence of working and timing/duration • Occupational Health and Safety (OHS) issues relating to the equipment and the site • equipment used • construct, install and maintain includes materials, quantity and where to source them on site • construction/installation techniques for all measures on the plan • limitations of structures including timing of maintenance, structure life cycle, specifications and standards • environmental impacts and procedures for erosion and sediment control.

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	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • select and prepare equipment • confirm the details of work • identify survey pegs and site indicators • construct earthworks in line with the plan • install erosion and sediment control products and materials • carry out repairs and maintenance procedures.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Erosion control measures may include:	• site management • land shaping • batter stabilisation • banks and channels • level spreader • revegetation • waterways • check dams • bank and channel linings • grade stabilising structures • outlet protection structures • stormwater detention measures • dust control • rural road&track crossbank and crossfall.
Sediment control measures may	• sediment basins

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RANGE STATEMENT	
include:	• sediment traps • sediment filters • excavated sediment traps • straw bale • stormwater inlet sediment traps • sediment fence • straw bale • geotextile fabric • vegetation strips.

Unit Sector(s)

Unit sector	Soil and water conservation

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCWAT502 Manage water systems

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to strategically manage integrated systems involving relationships between irrigation, drainage and environmental systems.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

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

Pre-requisite Unit

Nil.

Unit Sector

Water (WAT)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Determine the feasibility of using or	1.1 Assess water resources and drainage implications to determine suitability for irrigation

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Element	Performance criteria
up-grading irrigation system	1.2 Determine water quality and treatment requirements 1.3 Determine water requirements and most suitable application systems for each crop and plant type and area, and for each soil type 1.4 Determine other water requirements, such as climate control 1.5 Assess soil types to determine suitability for irrigation and the range of crop and plant types that could be grown 1.6 Determine drainage requirements in relation to each soil and crop and plant type and type of irrigation system 1.7 Assess performance data, audit reports, environmental and workplace health and safety data for existing systems 1.8 Obtain information from irrigation specialists on all relevant aspects of irrigation design 1.8 Assess and cost available irrigation system types and components and make a decision on the particular system to be used or upgrades to existing system
2. Install or modify an irrigation and drainage system as necessary	2.1 Determine and acquire materials and equipment making up the system 2.2 Install irrigation system using advice, as necessary, from irrigation specialists 2.3 Check that irrigation and drainage systems are supervised to ensure there are no leaks or blockages 2.4 Confirm that the water is being evenly distributed and that the drainage is effective and the system is in good working order
3. Evaluate irrigation system performance	3.1 Determine and value plant growth and yield increases from irrigation 3.2 Calculate the cost of irrigation 3.3 Determine the cost benefit of irrigation and compare with alternative systems and approaches

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCWAT502A Manage water systems.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCWAT502 Manage water systems

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- analyse performance and audit data
- develop and implement enterprise work health and safety and environmental procedures
- evaluate irrigation system performance
- identify adverse environmental impacts of irrigation activities and appropriate remedial action
- strategically manage irrigated production systems

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of water systems management
  - cost or benefit analysis
  - enterprise policies and procedures
  - environmental impacts of irrigation, using water from any ground or underground source
  - plant requirements
  - water quality

Assessment Conditions

Assessors must satisfy current standards for RTOs.

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Links

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AHCWRK201 Observe and report on weather

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to observe and contribute to positive environmental work practices.

The skills and knowledge described in this unit underpin a broad range of activities applicable to a variety of job roles throughout industries at various levels.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for own work.

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

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare to work	1.1 Clarify work instructions with supervisor 1.2 Select and use tools and equipment and carry out pre-operational

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Element	Performance criteria
	safety checks 1.3 Select and use personal protective equipment 1.4 Identify hazards and inform supervisor 1.5 Identify and action work health and safety policies and procedures and legislative requirements
2. Check weather and climate information	2.1 Check weather and climate information to determine likely conditions 2.2 Recognise changed weather and climate situations 2.3 Anticipate likely impact of changes in weather and climate in respect to work tasks, safety of others, property, natural resources and local environment 2.4 Report anticipated impact of weather and climate to supervisor
3. Carry out preventative action	3.1 Disseminate information and advice to relevant personnel 3.2 Determine the preventative action required according to the known effects on livestock, crops and work tasks 3.3 Implement actions to minimise loss and damage 3.4 Adjust livestock, horticultural or crop management program or schedule of work tasks according to weather and climatic changes
4. Monitor weather and climate	4.1 Access regular updates to determine ongoing suitability of current programs 4.2 Review the viability of livestock, horticultural or crop management practices to ensure suitability within meteorological conditions 4.3 Research forecasting techniques to maintain currency of information 4.4 Document relevant information

Foundation Skills

This unit of competency describes the skills and knowledge required to observe and contribute to positive environmental work practices.

The skills and knowledge described in this unit underpin a broad range of activities applicable to a variety of job roles throughout industries at various levels.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for own work.

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

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCWRK201A Observe and report on weather

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCWRK201 Observe and report on weather

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- monitor physical signs of weather in the context of available information
- relate forecasts to impact on current operations and activities
- communicate information on weather and situations that may be impacted
- use industry standard terminology.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- effects of wind and rain on wind chill
- effects of wind shear and wind chill exposure
- enterprise and industry policies for monitoring weather and climate conditions, and recording and reporting weather and climate conditions
- weather and climate conditions impact upon farming and grazing activities
- effects of wind chill on metabolism of animals
- effects of prolonged dry periods on pastures and animal production, and natural resources
- effects of extreme heat on animals, including during birthing, and effects of heat stress on neonates
- work health and safety requirements and practices, especially as they relate to weather and climate monitoring and preparations for hazardous weather
- sustainability practices in the context of own work.

Assessment Conditions

Assessors must satisfy current standards for RTOs

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AHCWRK203 Operate in isolated and remote situations

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to plan, prepare for and work safely in isolated and remote situations.

The skills and knowledge described in this unit underpin a broad range of activities applicable to job roles throughout the horse industries at various levels.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for own work.

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

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Plan for operating in remote environments	1.1 Collate and record information relating to the operating environment and location

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Element	Performance criteria
	1.2 Establish detailed operating and travel plans, including a disaster plan and fallback position requirements in consultation with supervising staff 1.3 Notify the appropriate authorities of the action plans and time schedules 1.4 Identify and source relevant maps 1.5 Assess factors that may impact on public and personal health and safety and the environment, for consideration in preparations
2. Prepare for operating in remote environments	2.1 Prepare personal needs for activities or travel in remote areas 2.2 Prepare transportation and equipment for use in prescribed work location or along prescribed routes 2.3 Obtain and study relevant maps prior to departure 2.4 Record planned activities and itinerary prior to departure 2.5 Identify weather patterns and indicators
3. Prepare for emergency situations	3.1 Confirm that provisioning meets expected operational and possible emergency needs 3.2 Use initial planning and regular monitoring to ensure structured usage of available provisions and resources 3.3 Structure an operating plan to include training in remote area survival techniques prior to operating in remote situations 3.4 Include emergency management procedures as an integral part of operating plans and enterprise policy
4. Operate in remote environment	4.1 Complete activities according to instructions and established time schedules 4.2 Use bushcraft skills to modify the living environment where necessary 4.3 Carry out all activities in remote situations in accordance with prescribed procedures 4.4 Handle emergency situations in accordance with prescribed procedures 4.5 Follow established reporting procedures on completion of planned activities and on return to base

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCWRK203A Operate in isolated and remote situations

Links

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Assessment Requirements for AHCWRK203 Operate in isolated and remote situations

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- plan and prepare for operating in remote environments
- prepare for emergency situations
- source and interpret maps of the area
- operate in remote environments
- implement workplace procedures to notify location, activities and travel
- prepare provisions to cover essential and emergency needs
- preparing communication equipment
- use bushcraft skills to modify the living environment and reduce the risk of mishap
- use industry standard terminology.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- map reading and navigation skills including direction finding (including GPS, use of compass, stars or watch)
- local topography, nearby inhabitants and locations within that area
- survival techniques and human needs relating to survival situations
- clothing requirements for sun or heat protection
- first aid procedures for common injuries
- bush craft including making a fire, cooking and wild food gathering
- water supplies, sources and generation methods
- emergency vehicle and mechanical equipment repair

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- the operation of communication equipment (including field communications by two-way, satellite telephony or HF radio), and distress signalling including use of signalling mirrors
- weather patterns and indicators
- work health and safety in the context of work in isolated and remote situations
- environmental impacts of work in isolated and remote situations
- rope skills including useful knots including: reef, clove hitch, truckie's hitch, and bowline; simple lashings and tying down of loads.

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCWRK302 Monitor weather conditions

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to monitor and interpret weather and climate conditions and assess the likely impact.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts.

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

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Interpret weather and climate information	1.1 Monitor weather and climate information and warnings regularly to determine likely conditions 1.2 Anticipate and assess potential variations in weather and climate conditions according to warnings, weather patterns and historical experience 1.3 Identify the possible impacts of weather and climate on crops,

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Element	Performance criteria
	livestock and work tasks to determine appropriate preventative action 1.4 Review suitable preventative actions to ensure availability of appropriate resources and responses
2. Carry out preventative action	2.1 Disseminate information and advice to relevant personnel 2.2 Determine preventative action according to the known effects on livestock, crops and work tasks 2.3 Implement actions to minimise loss and damage 2.4 Adjust and revise livestock or crop management program and work schedules according to climatic changes
3. Monitor weather and climate	3.1 Access regular updates to determine the ongoing suitability of current programs 3.2 Review the viability of livestock and crop management practices and scheduling of work tasks to ensure suitability within meteorological conditions 3.3 Undertake research on forecasting techniques to maintain currency of information 3.4 Record relevant information

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

Equivalent to AHCWRK302A Monitor weather conditions

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCWRK302 Monitor weather conditions

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- monitor and interpret weather and climate information
- communicate warnings and concerns
- implement actions to minimise loss and damage
- relate forecasts to impact on current operations and activities
- relate weather and climate conditions and changes to decision-making and prevention of loss and damage
- monitor physical signs in the context of available information.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- weather and climate conditions and its impact upon farming and grazing activities
- effects of wind and rain on wind chill
- enterprise and industry policies for monitoring weather and climate conditions and recording and reporting weather and climate conditions
- effects of shearing and parturition and wind chill exposure if applicable
- effects of prolonged dry periods on pastures and animal production and natural resources if applicable.

Assessment Conditions

Assessors must satisfy current standards for RTOs.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCWRK304 Respond to rescue incidents

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to respond to emergency and rescue incidents.

Work health and safety requirements should be followed at all times and form part of the planning and response activities.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection and use of available resources.

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

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare for response	1.1 Check equipment to ensure availability and serviceability

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Element	Performance criteria
	1.2 Obtain task and operational instructions 1.3 Confirm location details of incident 1.4 Select and use personal protective equipment 1.5 ntify local environment conditions
2. Respond to incident	2.1 Travel to incident location in a safe and efficient manner 2.2 Maintain communication with base station and other personnel at all times 2.3 Carry out on site search activities as necessary
3. Rescue is effected	3.1 Assess and monitor incident scene for hazards and appropriateness of planned procedures 3.2 Modify planned procedures where necessary in response to local circumstances 3.3 Provide support to other rescue services as appropriate 3.4 Obtain access to casualties safely 3.5 Operate equipment safely and appropriately 3.6 Communicate the progress of the rescue to appropriate people 3.7 Treat and monitor casualties and move to safety
4. Implement post incident responses	4.1 Recover, clean and service equipment 4.2 Complete documentation 4.3 Report incidents

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCWRK304A Respond to rescue incidents.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCWRK304 Respond to rescue incidents

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- investigate the circumstances and logistics for the emergency
- carry out preparation and move to the rescue site
- assess the situation and establish communication with additional or specialist help
- carry out the required rescue or response to emergency
- implement post incident responses
- use industry standard terminology
- apply workplace health and safety in the context of own work.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- local environmental conditions
- search and rescue methods
- operation and characteristics of rescue equipment, tools and vehicles
- environmental, public health and safety issues
- types of hazards and how they should be handled
- enterprise procedures, legislative and work health and safety requirements
- first aid, life preservation.

Assessment Conditions

Assessors must satisfy current standards for RTOs.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AHCWRK505 Manage trial and research material

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Application

This unit of competency describes the skills and knowledge required to manage a trial and research material as part of a designated research project.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They demonstrate deep knowledge in a specific technical area and analyse, design and communicate solutions to sometimes complex problems.

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

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify scope and extent of work	1.1 Identify trial and research hypothesis and parameters as required by researchers 1.2 Plan the trial or research to meet research objectives 1.3 Assess the data relevant to managing trial or research materials according to research parameters

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Element	Performance criteria
	1.4 Assess data relevant to managing trial or research materials 1.5 Identify work health and safety, assess risks and develop controls and cost and document in the survey design 1.6 Identify and cost tools, equipment and machinery required for managing trial or research materials and confirm availability with suppliers, contractors and appropriate personnel 1.7 Determine research design according to the trial or research plan
2. Oversee management of trial/research materials	2.1 Prepare, maintain and monitor trial or research in line with project parameters 2.2 Conduct field work to verify and collect data as required by the trial or research design and research parameters 2.3 Monitor work activities for accuracy, validity and compliance to the parameters of the trial or research design 2.4 Undertake staged data collection as required by the trial or research design, scheduling and access requirements 2.5 Record monitoring and data
3. Prepare reports on work complete	3.1 Record collected data 3.2 Analyse data statistically to determine significance of research results 3.3 Accept or reject hypothesis based on data collected 3.4 Produce reports which conform to the structure and content required by the researcher

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCWRK505A Manage trial and/or research material.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for AHCWRK505 Manage trial and research material

Modification History

Release	TP Version	Comment
1	AHCv1.0	Initial release

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- define the purpose of the trial
- identify scope and extent of work
- collate data
- oversee management of trial and research materials
- comply with legislative and enterprise requirements
- draw conclusions and apply findings of trials and research
- use industry standard terminology.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- scheduling and programming work within timelines
- ecological principles and terminology
- data collection and reporting
- research procedures and best practice techniques
- enterprise work team management guidelines
- data analysis techniques
- research planning and design
- research methodologies.

Assessment Conditions

Assessors must satisfy current standards for RTOs.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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AURTGA001 Drive and manoeuvre trailers

Modification History

Release	Comment
Release 1	New unit of competency.

Application

This unit describes the performance outcomes required to drive and manoeuvre a trailer while it is attached to a driving vehicle. It involves inspecting the trailer before use, connecting the trailer to a vehicle, driving the trailer, and disconnecting the trailer from the vehicle.

It applies to those working in the automotive service and repair industry. The trailers may have non-pivoting axles or pivoting front axles.

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

Competency Field

Mechanical Miscellaneous

Unit Sector

Elements and Performance Criteria

Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold and italicised text is used, further information is detailed in the range of conditions section.
1. Carry out trailer safety inspection	1.1 ***Pre-operational inspections and checks*** of trailer are carried out according to manufacturer specifications and workplace procedures 1.2 Trailer load is inspected and secured according to manufacturer

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Elements Elements describe the essential outcomes.	**Performance Criteria** Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold and italicised text is used, further information is detailed in the range of conditions section.
	specifications and workplace procedures 1.3 Safe condition of towing vehicle is determined according to manufacturer specifications and workplace procedures
2. Connect trailer to vehicle	2.1 Trailer and vehicle are aligned and trailer is coupled to vehicle according to manufacturer specifications, workplace procedures and ***safety requirements*** 2.2 Ancillary devices are connected between vehicle and trailer according to manufacturer specifications and workplace procedures 2.3 Trailer and vehicle connections are tested according to manufacturer specifications and workplace procedures 2.4 Faults are identified and action is taken to report them according to workplace procedures
3. Drive and manoeuvre trailer	3.1 Brake lock-out devices are set according to manufacturer procedures 3.2 Trailer is safely manoeuvred by vehicle in forward and reverse directions and parked according to road safety regulations, and without causing damage to trailer, towing vehicle, other vehicles or surrounding environment
4. Disconnect trailer from vehicle	4.1 Parking devices of trailer and vehicle are applied as appropriate according to manufacturer procedures 4.2 Ancillary devices are disconnected and trailer is decoupled from vehicle according to manufacturer specifications, workplace procedures and safety requirements 4.3 Trailer or vehicle is placed in appropriate parking area according to road safety regulations

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance and are not explicit in the performance criteria.

Skills	**Description**
Learning skills to:	• locate appropriate sources of information efficiently.

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Skills	Description
Reading skills to:	• interpret state and territory regulations for towing trailers and road signs.
Writing skills to:	• legibly and accurately fill out workplace documentation when reporting inspection findings and trailer faults.
Oral communication skills to:	• report inspection findings and trailer faults to workplace supervisor and customers.
Numeracy skills to:	• use basic mathematical processes, including addition and subtraction, to calculate trailer load and perform simple measurements of trailer dimensions • interpret numerical information on trailers, such as aggregate trailer mass and gross trailer mass.

Range of Conditions

This section specifies work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Bold italicised wording, if used in the performance criteria, is detailed below.

Pre-operational inspections and checks must include:	• braking systems • suspension and axles • electrical systems • wheels and tyres.
Safety requirements must include:	• work health and safety (WHS) and occupational health and safety (OHS) requirements, including procedures for manually manoeuvring trailers.

Unit Mapping Information

Equivalent to AURTGA3001 Drive and manoeuvre trailers

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b4278d82-d487-4070-a8c4-78045ec695b1

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Assessment Requirements for AURTGA001 Drive and manoeuvre trailers

Modification History

Release	Comment
Release 1	New unit of competency.

Performance Evidence

Before competency can be determined, individuals must demonstrate they can perform the following according to the standards defined in this unit's elements, performance criteria, range of conditions and foundation skills:

- drive and manoeuvre two different trailers on a road with curves.

Knowledge Evidence

Individuals must be able to demonstrate knowledge of:

- work health and safety (WHS) and occupational health and safety (OHS) requirements relating to driving and manoeuvring trailers, including procedures for manually manoeuvring trailers
- key features of relevant state and territory regulations relating to trailers, including those relating to:
  - couplings
  - safe towing weights
  - towing speeds
  - braking
- application, purpose and operation of trailers, including:
  - pivot and non-pivot trailers
  - definition of aggregate trailer mass and gross trailer mass
- trailer coupling systems, including:
  - tow ball
  - lunette ring
  - weight distributing hitch
- inspection procedures for trailers, including:
  - coupling system

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  - electrical system
  - braking system
  - wheel assembly and bearings
  - suspension system
- loading procedures for trailers, including:
  - centre of mass location
  - tongue weight
  - methods for determining maximum towing capacity of vehicle
  - methods for determining load capacity of towbar
- driving and manoeuvring techniques, including:
  - effects of trailer on overall turning circle
  - effects of trailer on acceleration, steering and braking
  - methods of avoiding and controlling vehicle and trailer sway
  - methods of reversing a trailer.

Assessment Conditions

Assessors must satisfy NVR/AQTF assessor requirements.

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

Assessment must include direct observation of tasks.

Where assessment of competency includes third-party evidence, individuals must provide evidence that links them to the trailers that they have driven and manoeuvred, e.g. trailer log book.

Assessors must verify performance evidence through questioning on skills and knowledge to ensure correct interpretation and application.

The following resources must be made available:

- road with curves suitable for trailer forward and reverse driving, manoeuvring and parking
- trailer specifications and relevant state and territory regulations for towing trailers
- two different trailers and towing vehicles with suitable trailer couplings.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b4278d82-d487-4070-a8c4-78045ec695b1

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BSBADM311 Maintain business resources

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 determine, administer and maintain resources and equipment to complete a variety of tasks.

It applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of business resources and their basic maintenance to provide technical advice and support to a team.

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

Unit Sector

Administration – General Administration

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Advise on resource requirements	1.1 Calculate estimates of future and present business resource needs in accordance with organisational requirements 1.2 Ensure advice is clear, concise and relevant to achieve organisational requirements 1.3 Provide information on the most economical and effective choice of equipment, materials and suppliers

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Identify resource shortages and possible impact on operations
2 Monitor resource usage and maintenance	2.1 Ensure resource handling is in accordance with established organisational requirements including occupational health and safety requirements 2.2 Use business technology to monitor and identify the effective use of resources 2.3 Use consultation with individuals and teams to facilitate effective decision-making on the appropriate allocation of resources 2.4 Identify and adhere to relevant policies regarding resource use in the performance of operational tasks 2.5 Routinely monitor and compare resource usage with estimated requirements in budget plans
3 Acquire resources	3.1 Ensure acquisition and storage of resources is in accordance with organisational requirements, is cost effective, and consistent with organisational timelines 3.2 Acquire resources within available timelines to meet identified requirements 3.3 Review resource acquisition processes to identify improvements in future resource acquisitions

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, 1.4, 2.4, 2.5, 3.3	• Identifies and interprets information from a range of sources, including organisational policies and procedures
Writing	1.1, 1.3, 2.2, 2.5, 3.3	• Uses clear and succinct language and appropriate layout to provide information, advice and support materials
Oral Communication	1.2, 1.3, 2.3	• Presents information or advice choosing language appropriate to the context and needs of the audience • Uses active listening and questioning to confirm

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		understanding
Numeracy	1.1, 1.3, 1.4, 2.2, 2.4, 2.5, 3.1-3.3	• Selects and uses appropriate tools to aid with estimation and other resource assessment requirements • Uses a combination of mainly informal and some formal written mathematical equations to represent the outcomes of the resource allocation process
Navigate the world of work	1.1, 1.2, 2.1, 2.4, 3.1, 3.2	• Takes some personal responsibility for adherence to organisational procedures and protocols
Interact with others	2.3	• Uses collaborative techniques to engage personnel in consultations and negotiations
Get the work done	1.1, 1.3, 1.4, 2.2, 2.5, 3.3	• Plans a range of routine tasks and required resources, accepting goals and aiming to achieve them within allocated timeframes • Recognises and takes responsibility for addressing predictable problems in familiar work contexts • Follows routine procedures for using digital technology to enter, store and retrieve information directly relevant to role • Understands the purpose and some specific functions of some common digital tools used in work contexts • Evaluates effectiveness of decisions in terms of how well they met stated goals

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBADM311 Maintain business resources	BSBADM311A Maintain business resources	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBADM311 Maintain business resources

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:

- collect and record data on resource use
- observe resource use over defined and operational timeframes
- perform routine resource maintenance.

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:

- list the key provisions of relevant legislation
- identify the organisational resource acquisition policies, plans and procedures
- identify the organisational procedures for record keeping/filing systems, security and safe recording practices.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the general administration field of work and include access to office equipment and resources.

Assessors must satisfy NVR/AQTF assessor requirements.

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Links

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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
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
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

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ELEMENT	PERFORMANCE CRITERIA
	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
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	7.1 Develop checklists to reflect audit scope and objectives

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ELEMENT	PERFORMANCE CRITERIA
related documentation	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	• Interprets and analyses information from organisational documentation
Writing	4.1-4.4, 6.2, 7.1-7.4	• 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	• Participates in spoken exchanges using structure and language to suit the audience • Uses questioning and listening techniques to clarify requirements
Numeracy	4.2	• Uses mathematical calculations for project scheduling
Navigate the world of work	1.3	• 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	• 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,	• Organises, plans and sequences own workload and schedules work activities of others • Uses analytical processes to decide on a course of

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	4.2, 4.3, 6.1, 6.3	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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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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:

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

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBCMM401 Make a presentation

Modification History

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

Application

This unit covers the skills and knowledge required to prepare, deliver and review a presentation to a target audience.

This unit applies to individuals who may be expected to make presentations for a range of purposes, such as marketing, training and promotions. They contribute well developed communication skills in presenting a range of concepts and ideas.

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
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Prepare a presentation	1.1 Plan and document presentation approach and intended outcomes 1.2 Choose presentation strategies, format and delivery methods that match the characteristics of the target audience, location, resources and personnel needed 1.3 Select presentation aids, materials and techniques that suit the format and purpose of the presentation, and will enhance audience understanding of key concepts and central ideas

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Brief others involved in the presentation on their roles/responsibilities within the presentation 1.5 Select techniques to evaluate presentation effectiveness
2 Deliver a presentation	2.1 Explain and discuss desired outcomes of the presentation with the target audience 2.2 Use presentation aids, materials and examples to support target audience understanding of key concepts and central ideas 2.3 Monitor non-verbal and verbal communication of participants to promote attainment of presentation outcomes 2.4 Use persuasive communication techniques to secure audience interest 2.5 Provide opportunities for participants to seek clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences 2.6 Summarise key concepts and ideas at strategic points to facilitate participant understanding
3 Review the presentation	3.1 Implement techniques to review the effectiveness of the presentation 3.2 Seek and discuss reactions to the presentation from participants or from key personnel involved in the presentation 3.3 Utilise feedback from the audience or from key personnel involved in the presentation to make changes to central ideas presented

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, 2.2	• Reviews and analyses documents to identify information relevant to a specific presentation
Writing	1.1, 3.3	• Develops material to convey ideas and information to target audience in an engaging way
Oral	1.4, 2.1, 2.2, 2.3,	• Presents information using words and non-verbal features appropriate to the audience and context

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Communication	2.4, 2.5, 2.6, 3.2	• Uses listening and questioning techniques to gather information required to develop or modify presentations • Interprets audience reactions and changes words or non-verbal features accordingly
Interact with others	1.4, 2.1, 2.2, 2.4, 2.5, 2.6, 3.2	• Selects and uses appropriate conventions and protocols to encourage interaction or to present information • Demonstrates sophisticated control over oral, visual and written formats, drawing on a range of communication practices to achieve goals • Recognises the need to alter personal communication style in response to the needs or expectations of others
Get the work done	1.1-1.5, 2.2, 2.5, 3.1-3.3	• Takes responsibility for planning, sequencing and prioritising tasks and own workload to achieve outcomes • Uses feedback from others, analytical and lateral thinking to review current practices and develop new ideas • Uses the main features and functions of digital tools to complete work tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBCMM401 Make a presentation	BSBCMM401A Make a presentation	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBCMM401 Make a presentation

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:

- prepare and deliver presentations related to occupation or area of interest which demonstrate the use of:
  - effective presentation strategies and communication principles
  - aids and materials to support the presentation
- select and implement methods to review the effectiveness of own presentation and document any changes which would improve future presentations.

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 information collection methods that will support review and feedback of presentations
- identify regulatory and organisational obligations and requirements relevant to presentations
- describe the principles of effective communication
- describe the range of presentation aids and materials available to support presentations.

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:

- equipment, materials and business software packages for making a presentation
- business technology
- interaction with others.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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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
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
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	2.1 Use communication strategies that reflect organisational

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ELEMENT	PERFORMANCE CRITERIA
appropriate communication techniques	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	• 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	• 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	• 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	• Recognises and applies organisational policies and procedures and meets expectations associated with own work

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Interact with others	1.2, 2.1, 2.2, 3.1, 3.2, 3.3	• 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	• 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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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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

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- 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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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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
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
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

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ELEMENT	PERFORMANCE CRITERIA
	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 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	• Reflects on own performance and seeks opportunities

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		to improve own skills and knowledge
Writing	3.2, 3.3	• Notes comments, suggestions and ideas for own use
Oral Communication	2.3, 2.4, 2.5, 2.6, 2.7	• Presents ideas clearly using language and features suitable to diverse audiences • Uses listening and questioning techniques to elicit the views and opinions or others and to confirm understanding
Navigate the world of work	1.1, 1.5	• 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	• 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	• 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

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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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.

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BSBCUE301 Use multiple information systems

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 use multiple information systems to research information and records, and to maintain up-to-date customer information.

It applies to individuals who apply a broad range of competencies in a varied work context, using some discretion and judgement and relevant theoretical knowledge, and who may provide technical advice and support to a team.

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

Unit Sector

Stakeholder Relations – Customer Engagement

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Access a range of information systems	1.1 Efficiently logon to information systems 1.2 Navigate screens efficiently to locate displays and information relevant to role 1.3 Use a database management system (DBMS) to control data access, enforce data integrity, manage concurrency, and access information 1.4 Manage use of information systems efficiently according to

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ELEMENT	PERFORMANCE CRITERIA
	organisational requirements
2 Process customer information using multiple information systems	2.1 Analyse customer enquiry to identify information needs 2.2 Identify information systems required to satisfy information needs 2.3 Use information systems according to organisational processes to complete customer enquiry or transaction 2.4 Record customer information in information systems to complete customer enquiry or transaction 2.5 Use the shortest reasonable pathways to navigate between and within information systems 2.6 Maintain contact and communication with customer while operating information systems 2.7 Verify information with customer to complete transaction
3 Identify and rectify information system and processing errors	3.1 Identify errors in information system, relevant to role 3.2 Analyse errors for impact on information system and customers 3.3 Identify source of errors, where possible 3.4 Consult with stakeholders to identify actions to rectify errors 3.5 Arrange rectification and confirm amendments are accurate 3.6 Inform customers of errors and take necessary action 3.7 Identify information system faults and notify relevant personnel according to policy 3.8 Recommend procedural change according to policy

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	2.1, 3.5	• Recognises and interprets information to determine and confirm customer requirements
Writing	2.4, 3.7	• Records information accurately using clear language and appropriate terminology

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Oral Communication	2.1, 2.6, 2.7, 3.4-3.6	• Articulates requirements clearly using specific and relevant language suitable to audience • Uses appropriate tone, pace and listening and questioning to elicit information and confirm understanding
Navigate the world of work	1.4, 2.3, 3.7, 3.8	• Recognises and follows explicit organisational policies and procedures when using information systems, notifying faults and making recommendations for change
Interact with others	2.6, 2.7, 3.4, 3.6, 3.7	• Identifies and follows accepted communication practices and protocols when collecting, providing and verifying information in a service context or in consultation with colleagues and stakeholders
Get the work done	1.1-1.3, 2.1, 2.2, 2.5, 3.1-3.3, 3.5, 3.7	• Selects from a range of predetermined options in routine customer inquiry situations, identifying and taking some situational factors into account • Recognises and takes responsibility for identifying and addressing information system errors and their sources • Uses familiar digital systems and tools to access, organise, analyse, display and amend information • Recognises some general design and operating principles of digital tools and uses these when troubleshooting

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBCUE301 Use multiple information systems	BSBCCO301B Use multiple information systems	Updated to meet Standards for Training Packages Code changed to reflect industry practice	Equivalent unit

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Links

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Assessment Requirements for BSBCUE301 Use multiple information systems

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:

- access, use and manage information systems to organisational requirements
- navigate systems to locate information required to complete customer inquiry or transaction
- identify and rectify information system and processing errors to established procedures and policies
- provide service to customers in accordance with organisational and regulatory 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:

- explain computer and system troubleshooting principles
- identify enterprise business systems and operating platforms relevant to role
- identify enterprise policies, procedures and guidelines regarding use and security of information systems
- explain operation of social networking websites
- explain escalation process for reporting information technology issues.

Assessment Conditions

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

- relevant standards and guidelines for use of systems

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- workplace information and data
- quality assurance and system user error reports
- troubleshooting and escalation reports
- a work environment to observe operation of systems.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBCUE305 Process credit applications

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 handle credit applications or arrangements for customers with no credit rating or a poor credit rating, and negotiation of various outcomes with customers.

It applies to individuals who apply a broad range of competencies in a varied work context, using some discretion and judgement and relevant theoretical knowledge, and who may provide technical advice and support to a team.

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

Unit Sector

Stakeholder Relations – Customer Engagement

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Review and evaluate credit application	1.1 Review application to determine customer details and amount of credit required 1.2 Check existing customer records for payment history and credit standing 1.3 Obtain customer credit rating according to credit management procedures

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Establish customer's credit rating and ability to repay credit advances
2 Process credit application	2.1 Approve or decline application according to organisational policy and relevant legislation, codes, regulations and standards 2.2 If declining, explain decision to the customer and discuss alternative arrangements as necessary 2.3 Advise customer of appeal rights where appeal provisions exist and apply
3 Negotiate credit application details	3.1 Negotiate and agree payment arrangements with customer where credit approval is granted 3.2 Escalate difficulties experienced in customer negotiations according to organisational policy
4 Complete administrative arrangements	4.1 Complete and forward appropriate documentation to customer 4.2 Organise credit arrangements and record details according to organisational policy and legislative requirements 4.3 Notify customer of payment arrangements according to organisational procedures 4.4 Regularly monitor and follow up customer commitments 4.5 Resolve outstanding issues relating to credit application in an efficient and timely manner

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	• Recognises and interprets textual information from relevant sources to determine customer requirements and position
Writing	2.1, 4.1-4.3	• Prepares specific information using different formats which conveys an understanding of outcomes and alternatives and uses terminology appropriate to intended audience
Oral	2.1-2.3, 3.1, 4.4	• Articulates clearly using specific and relevant

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Communication		language suitable to audience to convey requirements, and listening and questioning to confirm understanding
Numeracy	1.1, 1.2, 1.4, 2.1, 3.1, 4.2	• Interprets numerical information and applies basic mathematical calculations relating to current and future financial scenarios • Extracts, evaluates and compares numerical information
Navigate the world of work	1.3, 2.1, 3.2, 4.2, 4.3	• Appreciates implications of legislative and organisational requirements related to assessment and administration of credit applications
Interact with others	3.1, 3.2	• Selects and uses appropriate conventions and protocols in negotiations with customers
Get the work done	1.4, 4.1-4.5,	• Plans and implements credit application tasks, accepting stated goals and aiming to achieve them efficiently • Uses formal decision-making processes to establish credit rating and customer capacity to meet obligations • Monitors customer payments to identify and resolve familiar problems promptly • Uses familiar digital systems and tools to access, organise, analyse and display information relevant to credit administration

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBCUE305 Process credit applications	BSBCCO305B Process credit applications	Updated to meet Standards for Training Packages Code changed to reflect industry practice	Equivalent unit

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Assessment Requirements for BSBCUE305 Process credit applications

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:

- apply organisational credit procedures to determine customer capacity to pay
- discuss and explain non-approval to customers
- negotiate credit terms and payment arrangements with customers.

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 credit and debt-recovery principles and techniques
- identify financial delegations and limits applied, within organisation and specific to role
- identify legislative, regulatory and industry code requirements for credit approval processes
- identify organisational credit management policies and procedures.

Assessment Conditions

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

- organisational credit management policies and standard operating procedures
- relevant information on legislation, regulations, standards codes of practice
- workplace information and data.

Assessors must satisfy NVR/AQTF assessor requirements.

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BSBCUE306 Process complex accounts

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 handle difficult engagements relating to customer billing and customer accounting, primarily where the customer is defaulting.

It applies to individuals who apply a broad range of competencies in a varied work context, using some discretion and judgment and relevant theoretical knowledge, and who may provide technical advice and support to a team.

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

Unit Sector

Stakeholder Relations – Customer Engagement

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Receive and review a customer default enquiry or case	1.1 Receive and review customer enquiry to identify details of case 1.2 Obtain additional information to assist in resolving case 1.3 Review options to resolve case with other staff members, where appropriate 1.4 Obtain specialist and team member advice, and escalate where necessary 1.5 Consider eligibility for hardship program

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ELEMENT	PERFORMANCE CRITERIA
	1.6 Observe relevant legislation, codes, regulations and standards 1.7 Develop initial advice to be given to customer
2 Negotiate payment with defaulting customers	2.1 Consult with customer on suggested course of action and options 2.2 Assess customer response to consultation 2.3 Develop realistic settlement options giving consideration to policy, customer response and payment history 2.4 Offer and agree on a payment option with customer according to organisational policy 2.5 Record revised payment options as agreed with customer and according to organisational procedures
3 Advise defaulting customers of cancellation	3.1 Advise defaulting customers of service or product cancellation 3.2 Negotiate successful product return with customer where appropriate 3.3 Explain debt-recovery process to customer 3.4 Initiate debt-recovery process
4 Manage default actions	4.1 Follow up payment, debt recovery or product return to ensure completion of case 4.2 Amend customer records according to organisational procedures 4.3 Follow organisational default and credit-management procedures

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	• Recognises and interprets textual information from relevant sources to determine customer requirements and position
Writing	1.7, 2.5, 4.2	• Prepares specific information which conveys an understanding of alternatives and outcomes

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		• Records details and amends workplace documentation
Oral Communication	1.2-1.4, 2.1, 2.4, 3.1-3.3	• Articulates clearly using specific and relevant language suitable to audience to convey requirements, and uses listening and questioning to confirm understanding
Numeracy	1.1, 1.5, 2.4	• Interprets numerical information to determine financial position of customer • Uses basic calculation methods to determine payment amount and frequency
Navigate the world of work	1.6, 2.4, 2.5, 4.2, 4.3	• Takes personal responsibility for adherence to legislative and organisational requirements relevant to processing default accounts
Interact with others	1.3, 1.4, 2.1-2.4, 3.1-3.4	• Selects and uses appropriate conventions and protocols when discussing debt recovery and default matters with colleagues and customers • Assesses customer response to options and outcomes to avoid misunderstanding and negotiates mutual agreement
Get the work done	1.5, 1.7, 2.2, 2.3, 2.5, 3.4, 4.1, 4.3	• Organises workload logically and systematically to undertake clearly defined tasks of varying complexity in cooperation with colleagues and customers • Uses systematic, analytical processes to make decisions about customer default positions; setting goals, gathering relevant information, and identifying and evaluating options against criteria • Uses familiar digital systems and tools to access, organise, analyse and display information relevant to payment options and customer records

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBCUE306 Process complex accounts	BSBCCO306B Process complex accounts	Updated to meet Standards for Training Packages Code changed to reflect industry practice	Equivalent unit

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Assessment Requirements for BSBCUE306 Process complex accounts

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:

- develop options for meeting customer default enquiries
- determine need for appropriate escalation if required
- consult with customer to negotiate practical solutions and agreement to payment arrangements
- implement an appropriate and timely debt-recovery process in compliance with relevant legislation, regulatory standards and organisational policy.

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 conflict resolution and negotiation techniques to facilitate effective resolution of customer service issues and general customer service protocols
- explain escalation processes
- outline legislative, regulatory and industry code requirements relating to account processing requirements
- explain organisational billing and credit procedures
- identify organisational financial delegations and authorisation limits
- identify product and service charges
- outline risk assessment and management principles.

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Assessment Conditions

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

- workplace information, reporting systems and data
- information on relevant legislation, regulations, codes of practice and standards
- information on organisational policies and standard operating procedures, financial delegations and authorisation limits
- case studies or actual workplace.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBCUS301 Deliver and monitor a service to customers

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 identify customer needs, deliver and monitor customer service and identify improvements in the provision of customer service.

It applies to individuals who apply a broad range of competencies in various work contexts. In this role, individuals often exercise discretion and judgement using appropriate theoretical knowledge of customer service to provide technical advice and support to customers over short or long term interactions.

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

Unit Sector

Stakeholder Relations – Customer Service

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Identify customer needs	1.1 Use appropriate interpersonal skills to accurately identify and clarify customer needs and expectations 1.2 Assess customer needs for urgency to determine priorities for service delivery according to organisational and legislative requirements 1.3 Use effective communication to inform customers about available choices for meeting their needs and assist in the selection

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ELEMENT	PERFORMANCE CRITERIA
	of preferred options 1.4 Identify limitations in addressing customer needs and seek appropriate assistance from designated individuals
2 Deliver a service to customers	2.1 Provide prompt service to customers to meet identified needs in accordance with organisational and legislative requirements 2.2 Establish and maintain appropriate rapport with customers to ensure completion of quality service delivery 2.3 Sensitively and courteously handle customer complaints in accordance with organisational and legislative requirements 2.4 Provide assistance or respond to customers with specific needs according to organisational and legislative requirements 2.5 Identify and use available opportunities to promote and enhance services and products to customers
3 Monitor and report on service delivery	3.1 Regularly review customer satisfaction with service delivery using verifiable evidence according to organisational and legislative requirements 3.2 Identify opportunities to enhance the quality of service and products, and pursue within organisational and legislative requirements 3.3 Monitor procedural aspects of service delivery for effectiveness and suitability to customer requirements 3.4 Regularly seek customer feedback and use to improve the provision of products and services 3.5 Ensure reports are clear, detailed and contain recommendations focused on critical aspects of service delivery

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	1.2 2.1, 2.3, 2.4, 3.1, 3.5	• Comprehends textual information to determine customer service requirements • Proofreads texts for clarity of meaning and accuracy of grammar and punctuation

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Writing	2.3, 3.5	• Completes responses to customer complaints in required format • Prepares reports using sequencing, format and words to communicate recommendations clearly and effectively
Oral Communication	1.1, 1.3, 1.4, 2.2, 2.3, 2.4	• Provides information or advice using structure and language to suit the audience • Asks questions and listens to gain information or confirm understanding
Navigate the world of work	1.2, 2.1-2.4, 3.1, 3.2	• Recognises, understands and applies organisational policies and procedures relevant to role
Interact with others	1.1, 1.3, 1.4, 2.2, 2.3, 2.4, 3.4	• Selects and uses appropriate communication conventions to establish connections, build rapport, seek information and develop professional working relationships • Adjusts personal communication style in response to the opinions, values and particular needs of others
Get the work done	1.2, 2.3, 2.5, 3.1-3.5	• Plans and implements systems to gather and organise information • Monitor actions and progress against goals and implements adjustments as appropriate • Uses problem-solving skills to analyse and respond to customer complaints or enquiries • Identifies and follows up on opportunities to improve work practices and outcomes

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBCUS301 Deliver and monitor a service to customers	BSBCUS301B Deliver and monitor a service to customers	Updated to meet Standards for Training Packages	Equivalent unit

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Links

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Assessment Requirements for BSBCUS301 Deliver and monitor a service to customers

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 communication skills to establish rapport and build relationships with customers in accordance with organisational requirements
- identify customer needs using appropriate questioning and active listening skills
- provide customer service in accordance with organisational requirements
- respond to and record customer feedback and action taken according to organisational standards, policies and procedures
- produce a report which identifies and recommends ways to improve service delivery.

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:

- summarise key provisions of relevant legislation from all levels of government that may affect aspects of business operations
- explain organisational policy and procedures for customer service, including handling customer complaints
- provide examples of verifiable evidence that could be used to review customer satisfaction
- outline the interpersonal skills needed for serving customers, including customers with specific needs.

Assessment Conditions

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

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- office equipment and technology
- workplace documents, organisational policies and procedures for customer service
- examples of customer complaints and feedback
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBCUS401 Coordinate implementation of customer service strategies

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0 Version created to clarify assessment conditions
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 advise, carry out and evaluate customer service strategies.

It applies to individuals who have well developed skills and a broad knowledge of customer service strategies for addressing customer needs and problems, and who may provide guidance or delegate work related tasks to others.

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

Unit Sector

Stakeholder Relations – Customer Service

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Advise on customer service needs	1.1 Clarify and accurately assess customer needs using appropriate communication techniques

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ELEMENT	PERFORMANCE CRITERIA
	1.2 Diagnose problems matching service delivery to customers and develop options for improved service within organisational requirements 1.3 Provide relevant and constructive advice to promote the improvement of customer service delivery 1.4 Use business technology and/or online services to structure and present information on customer service needs
2 Support implementation of customer service strategies	2.1 Ensure customer service strategies and opportunities are promoted to designated individuals and groups 2.2 Identify and allocate available budget resources to fulfil customer service objectives 2.3 Promptly action procedures to resolve customer difficulties and complaints within organisational requirements 2.4 Ensure that decisions to implement strategies are taken in consultation with designated individuals and groups
3 Evaluate and report on customer service	3.1 Review client satisfaction with service delivery using verifiable data in accordance with organisational requirements 3.2 Identify and report changes necessary to maintain service standards to designated individuals and groups 3.3 Prepare conclusions and recommendations from verifiable evidence and provide constructive advice on future directions of client service strategies 3.4 Maintain systems, records and reporting procedures to compare changes in customer satisfaction

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	1.2, 1.4, 2.3, 3.1	• Reviews textual information and comprehends details that relate to the interests or requirements of the client and organisation
Writing	1.4, 3.3, 3.4	• Creates a range of formal texts using structure, grammar and clear and specialised language to

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		describe customer needs, maintain information and support a particular position
Oral Communication	1.1, 1.3, 2.1, 2.4, 3.2	• Uses pace, intonation, intelligible pronunciation and listening and questioning techniques to interact effectively with others
Numeracy	2.2	• Recognises and interprets numerical information and performs calculations on familiar mathematical information
Navigate the world of work	1.2, 2.3, 3.1, 3.2	• Recognises and applies organisational protocols and meets expectations associated with own work
Interact with others	1.1, 1.3, 2.1, 2.4, 3.2, 3.3	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Uses a range of strategies to establish a sense of connection and build rapport with customers • Collaborates with others contributing knowledge and skills to achieve joint outcomes
Get the work done	1.2, 1.4, 2.3, 3.1- 3.4	• Applies formal and logical processes when planning and implementing tasks • Applies standard procedures when responding to familiar problems within own work context • Uses digital technologies to access, organise, present and store information relevant to own role

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBCUS401 Coordinate implementation of customer service strategies Release 2	BSBCUS401 Coordinate implementation of customer service strategies Release 1	Updated to clarify assessment conditions	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBCUS401 Coordinate implementation of customer service strategies

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify assessment conditions
Release 1	This version first released with Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify the needs and priorities of the organisation in delivering services to customers
- diagnose problems in delivery of customer service
- respond to and report on customer feedback and complaints
- review client satisfaction using verifiable data
- consult and communicate effectively with relevant people
- develop and implement strategies and methods to improve customer service delivery including:
  - budgeting
  - promotion to staff
  - documentation and follow up.

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 principles of customer service
- explain sources of information and techniques for identifying customer needs and reviewing customer satisfaction
- explain the organisational business structure, products and services related to customer service
- describe product and service standards and best practice models.

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Assessment Conditions

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

- office equipment
- business technology
- organisational policies and procedures for customer service
- examples of customer complaints and feedback
- client satisfaction data
- case studies and, where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBCUS402 Address customer needs

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0 Version created to clarify assessment conditions
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 manage an ongoing relationship with a customer over a period of time. This includes helping customers articulate their needs and managing networks to ensure customer needs are addressed.

It applies to individuals who are expected to have detailed product knowledge in order to recommend customised solutions. In this role, individuals would be expected to apply organisational procedures and be aware of, and apply as appropriate, broader factors involving ethics, industry practice and relevant government policies and regulations.

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

Unit Sector

Stakeholder Relations – Customer Service

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Assist customer to articulate needs	1.1 Ensure customer needs are fully explored, understood and agreed 1.2 Explain and match available services and products to customer

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ELEMENT	PERFORMANCE CRITERIA
	needs 1.3 Identify and communicate rights and responsibilities of customers to the customer as appropriate
2 Satisfy complex customer needs	2.1 Explain possibilities for meeting customer needs 2.2 Assist customers to evaluate service and/or product options to satisfy their needs 2.3 Determine and prioritise preferred actions 2.4 Identify potential areas of difficulty in customer service delivery and take appropriate actions in a positive manner
3 Manage networks to ensure customer needs are addressed	3.1 Establish effective regular communication with customers 3.2 Establish, maintain and expand relevant networks to ensure appropriate referral of customers to products and services from within and outside the organisation 3.3 Ensure procedures are in place to ensure that decisions about targeting of customer services are based on up-to-date information about the customer and the products and services available 3.4 Ensure procedures are put in place to ensure that referrals are based on the matching of the assessment of customer needs and availability of products and services 3.5 Maintain records of customer interaction in accordance with organisational procedures

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, 2.2, 2.3, 2.4, 3.2, 3.3, 3.4, 3.5	• Interprets textual information obtained from a range of sources and determines how content may be applied to individuals and to organisational requirements
Writing	1.1, 3.1, 3.2, 3.3, 3.4, 3.5	• Prepares written reports, up-to-date procedures and other workplace documentation that communicate complex information clearly and effectively
Oral	1.1, 1.2, 1.3, 2.1,	• Clearly articulates customer's needs using language suitable to diverse audiences and employs listening

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Communication	2.2, 3.1, 3.2	and questioning techniques to confirm understanding
Navigate the world of work	3.5	• Recognises and applies organisational protocols and meets expectations associated with own work
Interact with others	1.1-1.3, 2.1, 2.2, 3.1, 3.2	• Selects and uses appropriate communication techniques to establish and maintain positive working relationships • Establishes connections and shares information with others who can contribute to effective work outcomes
Get the work done	2.3, 2.4, 3.3-3.5	• Develops and implements plans for routine and non-routine tasks recognising the importance of aligning goals and expectations to achieve outcomes • Recognises and takes responsibility for addressing predictable and non-predictable problems in own work context • Uses digital systems to organise and store information relevant to own work

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBCUS402 Address customer needs Release 2	BSBCUS402 Address customer needs Release 1	Updated to clarify assessment conditions	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBCUS402 Address customer needs

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0 Version created to clarify assessment conditions
Release 1	This version first released with Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- communicate effectively with customers including
  - helping customers to articulate their needs and evaluate options
  - explaining products/services and how they match customer needs
  - establishing regular communication
  - explaining customer rights and responsibilities
- address customer's needs
- use organisational procedures to document customer satisfaction
- develop and maintain networks to support meeting customer needs
- identify potential difficulties in meeting customer needs and taking appropriate action.

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 organisational procedures and standards for establishing and maintaining customer service relationships

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- describe informed consent
- explain consumer rights and responsibilities
- describe ways to establish effective regular communication with customers
- outline details of products or services including with reference to:
  - possible alternative products and services
  - variations within a limited product and service range.

Assessment Conditions

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

- office equipment and resources
- business technology
- organisational policies, procedures, quality systems, manuals and guidelines for customer management
- examples of products/services and promotional strategies
- case studies and, where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBCUS501 Manage quality customer service

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify assessment conditions
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 strategies to manage organisational systems that ensure products and services are delivered and maintained to standards agreed by the organisation.

It applies to individuals who supervise the provision of quality customer service within an organisation's procedures framework by others. At this level, individuals must exercise considerable discretion and judgement, using a range of problem solving and decision making strategies.

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

Unit Sector

Stakeholder Relations – Customer Service

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Plan to meet internal and external customer	1.1 Investigate, identify, assess, and include the needs of customers in planning processes

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ELEMENT	PERFORMANCE CRITERIA
requirements	1.2 Ensure plans achieve the quality, time and cost specifications agreed with customers
2 Ensure delivery of quality products and services	2.1 Deliver products and services to customer specifications within organisation's business plan 2.2 Monitor team performance to consistently meet the organisation's quality and delivery standards 2.3 Help colleagues overcome difficulties in meeting customer service standards
3 Monitor, adjust and review customer service	3.1 Develop and use strategies to monitor progress in achieving product and/or service targets and standards 3.2 Develop and use strategies to obtain customer feedback to improve the provision of products and services 3.3 Develop, procure and use resources effectively to provide quality products and services to customers 3.4 Make decisions to overcome problems and to adapt customer services, products and service delivery in consultation with appropriate individuals and groups 3.5 Manage records, reports and recommendations within the organisation's systems and 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, 1.2, 2.1, 3.1, 3.2, 3.3, 3.5	• Interprets and analyses textual information from a variety of sources and applies the knowledge that has been gained to evaluate standards for organisation's products and services
Writing	1.2, 3.1, 3.2, 3.3, 3.5	• Produces a range of text types to convey information, requirements or recommendations matching style of writing to purpose and audience
Oral Communication	1.1, 1.2, 2.1, 2.3, 3.2	• Clearly articulates systems and standards in a team environment using language suitable to diverse audiences • Uses listening and questioning techniques to obtain

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		feedback and confirm understanding
Numeracy	1.2	• Interprets and comprehends mathematical information in organisation's business and customer service plans.
Navigate the world of work	2.1, 2.2, 3.1, 3.5	• Recognises and applies organisational protocols and meets expectations associated with own work
Interact with others	1.1, 2.3, 3.4	• Identifies and uses appropriate conventions and protocols when communicating with colleagues and customers • Collaborates with others, taking into account their strengths and experience, to achieve desired outcomes • Provides support in field of expertise to team
Get the work done	1.1, 1.2, 2.1, 2.2, 3.1-3.5	• Develops and implements plans using logical processes and monitors and evaluates progress against stated goals • Accepts responsibility for addressing complex or non-routine difficulties, applying problem solving processes in determining a solution. • Uses digital technology to access, organise and present information in a format that meets requirements

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBCUS501 Manage quality customer service Release 2	BSBCUS501 Manage quality customer service Release 1	Updated to clarify assessment conditions	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBCUS501 Manage quality customer service

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0 Version created to clarify assessment conditions
Release 1	This version first released with Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop and manage organisational systems for quality customer service
- develop and review plans, policies and procedures for delivering and monitoring quality customer service
- implement policies and procedures to ensure quality customer service
- solve complex customer complaints and system problems that lead to poor customer service
- monitor and assist teams to meet customer service requirements
- develop, procure and use human and physical resources to support quality customer service delivery.

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 relevant to customer service
- describe organisational policy and procedures for customer service including handling customer complaints
- identify service standards and best practice models
- summarise public relations and product promotion
- outline techniques for dealing with customers including customers with specific needs

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- explain techniques for solving complaints including the principles and techniques involved in the management and organisation of:
  - customer behaviour
  - customer needs research
  - customer relations
  - ongoing product and/or service quality
  - problem identification and resolution
  - quality customer service delivery
  - record keeping and management methods
  - strategies for monitoring, managing and introducing ways to improve customer service relationships
  - strategies to obtain customer feedback.

Assessment Conditions

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

- legislation, regulations and codes of practice related to customer service
- business technology
- workplace documentation and resources
- complex customer complaints
- case studies and, where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBFIA301 Maintain financial records

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 maintain daily financial records such as reconciling debtors' and creditors' systems, preparing and maintaining a general ledger and trial balance and includes activities associated with monitoring cash control for accounting purposes.

It applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts and may exercise discretion and judgement using appropriate theoretical knowledge of financial records.

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

Unit Sector

Finance – Financial Administration

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Maintain daily financial records	1.1 Correctly maintain daily financial records in accordance with organisational and legislative requirements for accounting purposes 1.2 Identify and rectify or refer discrepancies or errors in documentation or transactions to designated persons in accordance with organisational and legislative requirements

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Accurately credit and debit transactions and promptly enter into journals in accordance with organisational and legislative requirements
2 Maintain general ledger	2.1 Maintain general ledger in accordance with organisational and legislative requirements 2.2 Post transactions into general ledger in accordance with organisational and legislative reporting requirements 2.3 Reconcile systems for accounts payable and receivable with general ledger 2.4 Accurately prepare trial balance from general ledger in accordance with organisational and legislative requirements
3 Monitor cash control	3.1 Ensure cash flow is accurately accounted for in accordance with organisational and legislative requirements 3.2 Make and receive payments in accordance with organisational and legislative requirements 3.3 Collect or follow up outstanding accounts within designated timelines 3.4 Check payment documentation for accuracy of information and despatch to creditors within designated timeline

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, 2.1-2.4, 3.1-3.4	• Recognises and interprets numerical and textual information to determine and complete required activities
Writing	1.3, 2.1-2.4, 3.1-3.4	• Integrates data from different sources and records numerical information in a format appropriate to context and purpose of material • Prepares clear and detailed information and instructions using format, structure and tone suitable to audience
Oral	1.2, 3.2, 3.3	• Explains financial issues and requirements clearly, using facts and examples, and uses listening and

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Communication		questioning techniques to obtain sequenced instructions
Numeracy	1.1-1.3, 2.1-2.4, 3.1-3.4	• Uses a limited range of mathematical calculations to reconcile amounts using whole numbers and decimals and arrange/compare numerical information
Navigate the world of work	1.1-1.3, 2.1-2.4, 3.1-3.3	• Recognises, understands and monitors adherence to legislative and organisational requirements in undertaking own work
Interact with others	3.3, 3.4	• Understands the importance of using appropriate practices and protocols when handling confidential information
Get the work done	1.1-1.3, 2.1-2.4, 3.1-3.4	• Takes responsibility for own workload and monitors adherence to specified goals and timelines • Uses digital technologies to access, record, store, organise and compile data as required

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBFIA301 Maintain financial records	BSBFIA301A Maintain financial records	Updated to meet Standards for Training Packages Minor edits to clarify meaning of performance criteria	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBFIA301 Maintain financial records

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:

- maintain daily transactions and identify and respond to discrepancies and errors
- transfer and record financial data accurately
- reconcile expenditures and revenue in a timely manner.

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 key provisions of relevant legislation, codes of practice and national standards that may affect financial record keeping
- discuss organisational policies and procedures relating to maintaining financial records
- define credits/creditors and debits/debtors
- describe principles of double entry bookkeeping and accrual accounting
- identify methods of presenting financial data.

Assessment Conditions

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

- office equipment and resources
- computer equipment and relevant software
- examples of source documents relating to financial record keeping
- case studies and, where possible, real situations.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

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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
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
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

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ELEMENT	PERFORMANCE CRITERIA
	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	• Interprets and analyses information to determine activities required

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Writing	1.1, 1.4, 4.1-4.3	• 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	• 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	• 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	• 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	• 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	• 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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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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 financiall record keeping and auditing
- describe the principles and techniques involved in managing:
  - budgeting
  - cash flows
  - electronic spreadsheets

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- 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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBFIM801 Manage financial resources

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 manage financial resources in a complex environment for a substantial business unit or organisation.

Leaders are typically required to forecast future financial resource needs, analyse current asset performance and capacity to a standard expected in a commercial environment, and to set business targets. There is a requirement to manage compliance mechanisms, to manage financial risk within agreed plans and mechanisms, and to monitor compliance with financial projections.

It applies to the management of financial resources relating to complex and diverse operations or projects and is an important aspect of work for managers or leaders.

It may relate equally to small-scale activities within a small to medium-sized organisation or a significant activity in a large 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
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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ELEMENT	PERFORMANCE CRITERIA
1 Forecast future financial resource needs	1.1 Establish and report on the capacity of existing financial systems 1.2 Forecast financial data and business system requirements 1.3 Analyse forecasted requirements 1.4 Prepare and plan budget forecasts according to organisational and statutory requirements 1.5 Prepare and present recommendations for budget expenditure or for modification of existing projections
2 Analyse current asset performance and capacity	2.1 Analyse the costs of, and returns from, assets and liabilities using standard accounting techniques to identify extent of debt and equity financing 2.2 Establish management responsibilities and legal requirements for reporting, in consultation with relevant organisational staff 2.3 Analyse and interpret financial reports and key information 2.4 Analyse and evaluate the effects of financial decisions on the ability of the organisation to meet planned outcomes
3 Set business targets and compliance mechanisms	3.1 Collect comparative and trend information and confirm needs for future budget and associated resources 3.2 Complete negotiations to secure resources in accordance with relevant short-term and long-term needs 3.3 Allocate resources against the budget to maximise organisation’s performance 3.4 Maintain accurate and up-to-date records of resource allocation and usage according to organisational and legislative requirements 3.5 Develop and review management systems which enable timely collection, management and processing of information 3.6 Complete and accurately report records of budget performance and expenditure according to organisational procedures and statutory requirements 3.7 Evaluate and improve budget audit mechanisms and compliance requirements as required
4 Manage financial risk	4.1 Identify and analyse financial risk factors 4.2 Document and manage financial risks according to organisational policies and procedures 4.3 Implement procedures to regularly review financial risk management activities

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ELEMENT	PERFORMANCE CRITERIA
5 Monitor compliance with financial projections	5.1 Identify deviations from budgets that generate an adverse effect on budget objectives 5.2 Promptly develop action plans to remedy significant deviations from budget objectives and projections 5.3 Monitor and review financial documentation against organisational objectives 5.4 Revise and renew budget priorities to meet operational contingencies and risk management 5.5 Manage costs to targets set in the budget

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, 1.4, 2.1, 2.3, 2.4, 3.1, 3.4-3.7, 4.1-4.3, 5.1-5.3	• Identifies, analyses and evaluates complex text from a variety of sources to determine business requirements
Writing	1.1, 1.2, 1.4, 1.5, 2.2, 3.1, 3.4-3.6, 4.2, 5.2-5.4	• Records data accurately using relevant format, style and language suited to context and audience • Prepares specific information which clearly conveys an understanding of outcomes and uses terminology appropriate to present to relevant personnel
Oral Communication	1.5, 2.2, 3.2	• Articulates information concisely using appropriate terminology, tone and style • Uses questioning and listening techniques to exchange and clarify information
Numeracy	1.1-1.5, 2.1, 2.3, 2.4, 3.1, 3.3, 3.4, 3.6, 3.7, 4.1, 5.1, 5.3, 5.5	• Collects, records, analyses and adjusts numerical data using appropriate methods
Navigate the world of work	1.4, 2.2, 3.4, 3.6, 5.3, 5.4	• Recognises, understands and applies applicable legislation, industry standards and organisational policies and procedures in the conduct of own work
Interact with others	1.5, 2.2, 3.2, 3.6	• Tailors communication to achieve its purpose, demonstrating an understanding of the needs, interests,

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		issues and priorities of each audience • Collaborates and negotiates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction and influencing direction
Get the work done	1.1-1.4, 2.1, 2.4, 3.1, 3.3, 3.5, 3.7, 4.1, 4.3, 5.1, 5.3, 5.4	• Uses logical processes in planning, implementing and evaluating complex tasks to achieve stated goals • Identifies problems, establishes the causes and applies analytical processes to formulate a course of action and criteria in addressing issues • Takes responsibility for high impact decisions in complex situations involving many variables and constraints • Defines benefits, costs, risks and feasibility from a broad range of perspectives and may think laterally to redesign aspects to address potential issues

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBFIM801 Manage financial resources	BSBFIM701A Manage financial resources	Updated to meet Standards for Training Packages Recoded to meet AQF Standards	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBFIM801 Manage financial resources

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:

- prepare a comprehensive financial plan according to organisational and legislative requirements
- monitor and manage financial resources over a full planning-cycle including setting targets, managing risks and improving compliance mechanisms
- effectively communicate financial reports and operational execution
- revise forecast according to changes in budget deviations.

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 principles of accounting, financial statements and cash flow
- clarify best-practice communication processes and methods
- summarise compliance requirements, including relevant legislative responsibilities
- explain the cost of capital, capital structure and working capital
- identify finance and investment decisions
- describe the goal of financial resource management
- describe the principles of finance relevant to the organisation’s operations
- explain risk and return.

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:

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- office equipment and resources
- samples of workplace documentation, including contractual and procurement policies
- financial data and documentation
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBFLM303 Contribute to effective workplace relationships

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 gather information and maintain effective relationships and networks, with particular regard to communication and representation.

This unit applies to individuals who use leadership skills including motivation, mentoring and coaching to develop efficient, effective and unified teams and facilitate communication between team members and management of the organisation.

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

Unit Sector

Management and Leadership – Frontline Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Seek, receive and communicate information and ideas	1.1 Collect information associated with the achievement of work responsibilities from appropriate sources 1.2 Communicate ideas and information to diverse audiences in an appropriate and sensitive manner 1.3 Seek contributions from internal and external sources to develop and refine new ideas and approaches in accordance with organisational processes

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Facilitate consultation processes to allow employees to contribute to issues related to their work, and promptly communicate outcomes of consultation to the work team 1.5 Promptly deal with and resolve issues raised, or refer them to relevant personnel
2 Encourage trust and confidence	2.1 Treat people with integrity, respect and empathy 2.2 Encourage effective relationships within the framework of the organisation's social, ethical and business standards 2.3 Gain and maintain the trust and confidence of colleagues, customers and suppliers through competent performance 2.4 Adjust interpersonal styles and methods in relation to the organisation's social and cultural environment
3 Identify and use networks and relationships	3.1 Identify and utilise workplace networks to help build relationships 3.2 Identify and describe the value and benefits of networks and other work relationships for the team and the organisation
4 Contribute to positive outcomes	4.1 Identify difficulties and take action to rectify the situation within own level of responsibility according to organisational and legal requirements 4.2 Support colleagues in resolving work difficulties 4.3 Regularly review workplace outcomes and implement improvements in consultation with relevant personnel 4.4 Identify and resolve poor work performance within own level of responsibility and according to organisational policies 4.5 Deal constructively with conflict, within the organisation's established 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, 1.4, 1.5, 4.3	• Comprehends textual information to determine regulatory requirements and adhere to job processes

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		and internal policies
Writing	1.1-1.5, 4.3, 4.4, 4.5	• Uses appropriate language to record key information related to the outcomes of the job • Varies writing style to meet requirements of audience and purpose
Oral Communication	1.2-1.5, 2.1, 2.2, 2.4, 3.1, 4.2-4.5	• Speaks clearly using tone and pace appropriate for the audience and purpose • Uses appropriate techniques, including active listening and questioning, to clarify information and to confirm understanding
Navigate the world of work	1.3, 2.1, 2.2, 2.4, 4.1, 4.4, 4.5	• Takes personal responsibility for adherence to explicit and implicit organisational policies, procedures, standards and legislative requirements within own job role and in all interactions with others
Interact with others	1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4 4.2, 4.3, 4.4, 4.5	• Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to build rapport, establish networks, seek or share information, • Adjusts personal communication style in response to a diverse range of individuals in the work context • Uses collaborative techniques to engage team members in consultations and negotiations • Implements strategies to respond appropriately to conflict and poor work performance
Get the work done	1.1, 1.3, 1.4,1.5, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4	• Takes responsibility for planning, sequencing and prioritising tasks and own workload for effective outcomes • Uses formal analytical thinking techniques and broad ranging consultative processes to identify issues and implement a constructive approach to solutions and improvement opportunities • Uses familiar digital technologies and systems to access, present and communicate information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBFLM303 Contribute to effective workplace	BSBFLM303C Contribute to effective workplace	Updated to meet Standards for Training Packages	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
relationships	relationships		

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBFLM303 Contribute to effective workplace relationships

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:

- access and analyse information to achieve planned outcomes
- apply techniques for resolving problems and conflicts and dealing with poor performance within organisational and legislative requirements
- review and improve workplace outcomes in consultation with relevant personnel
- adjust interpersonal style and communications to respond to cultural and social diversity
- apply relationship management and communication skills with a range of people that:
  - demonstrate integrity, respect, empathy and cultural sensitivity and promote trust
  - forge effective relationships with internal and/or external people and help to maintain these networks
  - encourage participation and foster contribution of and respect for ideas and feedback
  - provide support to colleagues to resolve difficulties.
- communicate ideas and information to diverse audiences
- develop networks and build team relationships.

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:

- give examples of how work relationships and the cultural and social environment can support or hinder achieving planned outcomes
- explain techniques for developing positive work relationships and building trust and confidence in a team
- identify relevant legislation from all levels of government that affects business operation

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- describe a range of methods and techniques for communicating information and ideas to a range of stakeholders
- outline problems solving methods
- explain methods to resolve workplace conflict
- explain methods to manage poor work performance
- explain how to monitor, analyse and introduce ways to improve work relationships.

Assessment Conditions

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

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

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBFLM305 Support operational plan

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 provide support for operational practices and procedures within the organisation's productivity and profitability plans. This includes contributing to the operational plan, assisting in recruiting employees and acquiring resources, and monitoring and adjusting operational performance.

It applies to individuals who use planning and analytical skills to achieve the measurable, stated objectives of the team and the organisation. At this level, work will normally be carried out within known routines, methods and procedures, and may also involve a number of complex or non-routine activities that require some discretion and judgement.

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

Unit Sector

Management and Leadership – Frontline Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Contribute to implementation of operational plan	1.1 Collect and record details of resource requirements and report to relevant personnel 1.2 Ensure the operational plan contributes to the achievement of the organisation's performance and business plan 1.3 Identify key performance indicators to measure own and work

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ELEMENT	PERFORMANCE CRITERIA
	team's performance 1.4 Undertake contingency planning as required 1.5 Support the development and presentation of proposals for resource requirements as necessary
2 Assist in recruiting employees and acquiring resources	2.1 Assist with employee recruitment and/or induction as required, within the organisation's policies, practices and procedures 2.2 Acquire physical resources and services according to the organisation's policies, practices and procedures, and in consultation with relevant personnel
3 Support operations	3.1 Identify and utilise performance systems and processes to assess team progress in achieving plans and targets 3.2 Compare actual productivity and performance with identified short-term budgets, targets and performance results 3.3 Identify and report unsatisfactory performance to relevant personnel, to enable action to be taken to rectify situation 3.4 Provide coaching to support individuals and teams to use resources effectively, economically and safely 3.5 Support consultation processes for development and/or variation of the operational plan as required 3.6 Present recommendations for variation to operational plans to relevant personnel 3.7 Follow performance systems, procedures and recording processes in accordance with organisation requirements

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	3.4	• Contributes to ongoing organisational improvement by training others to uses resources appropriately
Reading	1.1-1.3, 2.1, 2.2, 3.1, 3.2, 3.7	• Interprets information from a range of familiar texts

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Writing	1.1, 1.4, 1.5, 3.3, 3.6	• Uses appropriate vocabulary and grammatical structures to achieve precise meaning in a range of documentation
Oral Communication	1.1, 2.1, 2.2, 3.3-3.6	• Articulates information concisely using appropriate terminology, tone and style • Uses questioning and listening techniques to exchange and clarify information
Numeracy	1.1, 1.2, 2.2, 3.2, 3.4	• Interprets and analyses numerical information to support resource acquisition and broader business plan
Navigate the world of work	2.1, 2.2, 3.7	• Adheres to organisational policies and procedures and understands and meets expectations associated with own role
Interact with others	1.5, 2.1, 3.4-3.6	• Selects and uses appropriate conventions and protocols when communicating with relevant personnel • Collaborates and cooperates with others to achieve joint outcomes
Get the work done	1.1-1.4, 3.1, 3.3	• Takes responsibility for planning, sequencing and prioritising tasks and own workload for effective outcomes • Makes routine decisions and implements standard procedures for routine tasks • Recognises and responds to predictable routine problems related to role in the immediate work context

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBFLM305 Support operational plan	BSBFLM305C Support operational plan	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBFLM305 Support operational plan

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:

- assist in planning resource acquisition and usage including human resources, risk management and contingency planning
- share information and support members of the work team to achieve plans and targets
- monitor, analyse and report individual and team performance against identified targets.

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 processes used to plan and acquire resources
- summarise organisational recruitment and induction processes
- explain the relationship between key performance indicators and achievement of the operational plan
- explain the role of contingency planning in supporting the operational plan
- identify systems and processes for monitoring and reporting performance
- identify alternative approaches to improving resource usage and eliminating resource inefficiencies and waste
- identify relevant legislation, regulations, standards or codes of practice that may affect the operational plan
- identify the organisational policies, practices and procedures relevant to implementation of the operational plan.

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Assessment Conditions

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

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

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBFLM312 Contribute to team effectiveness

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 contribute to the effectiveness of the work team. It involves planning with the team to meet expected outcomes, developing team cohesion, participating in and facilitating the work team, and communicating with the management of the organisation.

It applies to individuals who play a prominent part in motivating, mentoring, coaching and developing team cohesion through team leadership and forming the link between the management of the organisation and the team members. At this level, work will normally be carried out within known routines, methods and procedures, and may also involve complex or non-routine activities that require some discretion and judgement.

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

Unit Sector

Management and Leadership – Frontline Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Contribute to team outcomes	1.1 Consult team members to identify team purpose, roles, responsibilities, goals, plans and objectives 1.2 Support team members to meet expected outcomes

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ELEMENT	PERFORMANCE CRITERIA
2 Support team cohesion	2.1 Encourage team members to participate in the planning, decision making and operational aspects of the work team to their level of responsibility 2.2 Encourage team members to take responsibility for their own work and to assist each other in undertaking required roles and responsibilities 2.3 Provide feedback to team members to encourage, value and reward team members' efforts and contributions 2.4 Identify and address issues, concerns and problems identified by team members, or refer to relevant persons as required
3 Participate in work team	3.1 Actively encourage and support team members to participate in team activities and communication processes and to take responsibility for their actions 3.2 Support the team to identify and resolve problems which impede its performance 3.3 Utilise own contribution to work team to serve as a role model for others and enhance the organisation's image within the work team, the organisation and with clients/customers
4 Communicate with management	4.1 Maintain open communication with line manager/management at all times 4.2 Communicate information from line manager/management to the team 4.3 Communicate unresolved issues to line manager/management and follow up to ensure action is taken in response to these matters

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
Writing	2.3, 2.4, 4.2, 4.3	• Uses appropriate vocabulary, grammatical structures and conventions to communicate information, matching style to purpose and audience
Oral	1.1, 1.2, 2.1-2.4, 3.1,	• Presents ideas and seeks feedback from others using vocabulary and non-verbal features appropriate to the

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Communication	3.2, 4.1-4.3	audience • Participates in open discussions to elicit the views of others by asking questions and listening to responses
Navigate the world of work	1.1	• Ensures that team members are aware of their rights and responsibilities in the workplace, including workplace safety
Interact with others	1.1, 1.2, 2.1-2.4, 3.1, 3.2, 4.1-4.3	• Collaborates, supports and cooperates with others to achieve work outcomes, and encourages others to do the same • Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Recognises importance of own interpersonal skills in projecting a positive image to others in work context • Understands the need to modify own communication style to accommodate individual differences
Get the work done	1.1, 2.4, 4.1, 4.3	• Plans and implements tasks required to achieve required outcomes • Recognises and responds to problems related to role and seeks assistance when problems are beyond immediate responsibilities

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBFLM312 Contribute to team effectiveness	BSBFLM312C Contribute to team effectiveness	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBFLM312 Contribute to team effectiveness

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:

- discuss and clarify goals and responsibilities with a team of people
- apply management and communication skills with a range of people that:
  - provides direction and leadership
  - assists individuals to achieve goals
  - motivates and builds team cohesion
  - fosters contribution of and respect for ideas
- apply techniques for resolving problems within organisational and legislative requirements
- communicate effectively with management including escalating problems outside own area of responsibility
- manage communication of information to, and between, the team.

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:

- list organisational goals, objectives and plans that relate to the team
- identify legislation, regulations, standards or codes of practice that may impact team performance and outcomes
- describe the organisational structure with reference to the organisational chart
- describe options for addressing performance issues in the organisation
- explain the principles and techniques of:
  - group dynamics and processes
  - motivation

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  - negotiation
- explain why considering individual behaviour and differences is important to a manager.

Assessment Conditions

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

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

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBINM201 Process and maintain workplace information

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 collect, process and store, and maintain workplace information and systems. It also includes the maintenance of filing and records systems.

It applies to individuals who perform a range of routine tasks in the workplace, using a limited range of practical skills and fundamental knowledge of information and information systems in a defined context, under direct supervision or with limited individual responsibility.

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

Unit Sector

Knowledge Management – Information Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Collect information	1.1 Collect information in a timely manner and ensure it is relevant to organisational needs 1.2 Use business equipment/technology available in the work area to effectively obtain information 1.3 Apply organisational requirements relating to security and confidentiality in handling information

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ELEMENT	PERFORMANCE CRITERIA
2 Process workplace information	2.1 Use business equipment/technology to process information in accordance with organisational requirements 2.2 Process information in accordance with defined timeframes, guidelines and procedures 2.3 Update, modify and file information in accordance with organisational requirements 2.4 Collate and despatch information in accordance with specified timeframes and organisational requirements
3 Maintain information systems	3.1 Maintain information and filing systems in accordance with organisational requirements 3.2 Identify, remove and/or relocate inactive or dead files in accordance with organisational requirements 3.3 Establish and assemble new files in accordance with organisational requirements 3.4 Update reference and index systems in accordance with organisational requirements

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, 2.1-2.4, 3.1-3.4	• Recognises and interprets textual information to complete tasks according to organisational requirements
Writing	1.3, 2.1-2.4, 3.4	• Records simple and routine content using an established format to organise information
Oral Communication	1.1, 1.2	• Uses listening and questioning skills to clarify and adhere to requirements
Numeracy	2.2, 2.4, 3.4	• Comprehends basic mathematical measurements relating to times and number sequences
Navigate the world of work	1.3, 2.1, 2.3, 2.4, 3.1-3.4	• Recognises organisational procedures and understands relevance of legislative requirements
Get the work	1.1-1.3, 2.1, 2.2, 2.4,	• Follows clearly defined instructions and monitors own

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done	3.1-3.3	progress to achieve timelines • Solves problems directly related to tasks, and makes low-impact decisions • Uses digital technologies following instructions regarding data entry and retrieval

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBINM201 Process and maintain workplace information	BSBINM201A Process and maintain workplace information	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBINM201 Process and maintain workplace information

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:

- collect and process workplace information according to organisational policies and procedures and related regulatory requirements
- record and document information accurately within expected timeframes
- store, classify and maintain documents and records correctly.

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 key provisions of relevant legislation, regulations, standards and codes of practice that may affect information management
- outline organisational policies and procedures relating to collecting and processing workplace information
- identify and describe organisational recordkeeping/filing systems and security procedures
- describe a range of filing systems including paper-based and software-based.

Assessment Conditions

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

- office equipment and resources
- examples of workplace information systems.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBINM301 Organise workplace information

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 gather, organise and apply workplace information in the context of an organisation's work processes and knowledge management systems.

It applies to individuals who perform a defined range of skilled operations in various work contexts. They may exercise discretion and judgement using appropriate knowledge of information management to provide technical advice and support to a team.

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

Unit Sector

Knowledge Management – Information Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Collect and assess information	1.1 Access product and service information in accordance with organisational requirements 1.2 Ensure methods of collecting information are reliable and make efficient use of available time and resources 1.3 Assess information for clarity, accuracy, currency and relevance to intended tasks 1.4 Use interpersonal skills to access relevant information from

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ELEMENT	PERFORMANCE CRITERIA
	teams and individuals
2 Organise information	2.1 Organise information in a format suitable for analysis, interpretation and dissemination in accordance with organisational requirements 2.2 Use appropriate technology/systems to maintain information in accordance with organisational requirements 2.3 Collate information and materials and communicate to relevant designated persons 2.4 Identify difficulties organising and accessing information and solve collaboratively with individuals and team members 2.5 Update and store information in accordance with organisational requirements and systems
3 Review information needs	3.1 Actively seek feedback on clarity, accuracy and sufficiency of information to ensure relevance of information and system 3.2 Review the contribution of information to decision making and implement appropriate modifications to collection processes 3.3 Identify future information needs and incorporate modifications to collection processes 3.4 Document future information needs and incorporate in modifications to reporting 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, 2.1-2.3, 2.5, 3.2	• Recognises and assesses textual information to complete tasks according to requirements
Writing	2.1, 2.2, 2.3, 2.5, 3.1, 3.4	• Completes workplace records, forms and documentation accurately using correct format, accurate spelling and grammar and terminology specific to requirements
Oral Communication	1.4, 2.3, 2.4, 3.1	• Elicits the view and opinions of others and obtains information by listening and questioning

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		• Participates in a verbal exchange of ideas/solutions using clear language to contribute information and convey issues
Navigate the world of work	1.1, 2.1, 2.5	• Understands rights and responsibilities and complies with explicit policies and procedures and legal and regulatory requirements
Interact with others	1.4, 2.3, 2.4, 3.1	• Identifies and follows accepted communication practices and protocols • Complies with work instructions and contributes to work group discussions using accepted conventions
Get the work done	1.1, 1.2, 2.1, 2.2, 2.4, 3.2, 3.3	• Plans and implements routine tasks and workload making decisions about sequencing and timing • Makes low impact decisions within familiar situations, based on a range of predefined or routine solutions, and evaluates the effectiveness of the outcome • Uses digital technology to access and record information and to communicate with others

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBINM301 Organise workplace information	BSBINM301A Organise workplace information	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBINM301 Organise workplace information

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:

- efficiently and effectively gather, assess, organise and use workplace information as part of own job role
- provide accurate information for defined purposes
- maintain and handle data and documents systematically
- use business technology to manage information
- communicate with colleagues and clients using effective interpersonal skills to obtain and check workplace information
- apply relevant legislation and regulations to workplace information
- monitor, review and modify information processes.

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 legislation and regulations may affect the gathering organising and distribution of workplace information
- describe methods for checking validity of information and its sources
- describe organisational recordkeeping and filing systems, security procedures and safe recording practices
- identify workplace policies and procedures relating to workplace information.

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Assessment Conditions

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

- business technology
- workplace policies and procedures
- relevant legislation and codes of practice
- office equipment and resources
- examples of information documents found in the workplace
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBINM401 Implement workplace information system

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 implement and review the workplace information system. It involves the identification, acquisition, initial analysis and use of appropriate information which plays a significant part in the organisation's effectiveness.

It applies to individuals whose work will normally be carried out within routine and non-routine methods and procedures which require planning and evaluation, leadership and guidance of others, and some discretion and judgement.

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

Unit Sector

Knowledge Management – Information Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Identify and source information needs	1.1 Determine and locate information required by teams 1.2 Acquire and review information held by the organisation to determine suitability, accessibility, currency and reliability according to organisational policies
2 Collect, analyse and report information	2.1 Collect information, which is adequate and relevant to the needs of teams, in a timely manner

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ELEMENT	PERFORMANCE CRITERIA
	2.2 Ensure information is in a format suitable for analysis, interpretation and dissemination 2.3 Analyse information to identify and report relevant trends and developments in terms of the needs for which it was acquired
3 Implement information systems	3.1 Implement management information systems effectively to store, retrieve and regularly review data for decision making purposes 3.2 Use technology available in the work area to manage information effectively 3.3 Submit recommendations for improving the information system to designated persons and/or groups
4 Prepare for information system changes	4.1 Collect information about information system future needs in consultation with colleagues, including those who have a specialist role in resource management 4.2 Ensure estimates of information system future needs reflect the organisation's business plans, and customer and supplier requirements 4.3 Support proposals to secure resources by clearly presenting submissions that describe realistic options, benefits, costs and outcomes 4.4 Prepare team members to work with new technology and information system changes

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, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4	• Critically analyses complex documentation from a variety of sources and consolidates information relating to specific criteria to determine requirements
Writing	1.2, 2.1, 2.3, 3.1, 3.3, 4.1, 4.2, 4.3, 4.4	• Develops material for a specific audience using clear and detailed language in order to convey explicit information, requirements and recommendations
Oral	1.1, 3.3, 4.1, 4.3, 4.4	• Uses active listening and questioning and reading of verbal and non-verbal signals to convey and clarify

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Communication		information and to confirm understanding
Numeracy	4.1-4.3	• Selects from and uses a variety of developing mathematical and problem solving strategies to ensure estimates of information reflect the business plan and staff requirements
Navigate the world of work	1.2	• Takes responsibility for following policies, procedures and legislative requirements and identifies organisational implications of new legislation or regulation
Interact with others	1.1, 3.3, 4.1, 4.3, 4.4	• Selects and uses appropriate conventions and protocols when communicating with clients and co-workers in a range of work contexts • Cooperates with others and contributes to work practices where joint outcomes are expected and deadlines are to be met
Get the work done	1.1, 1.2, 2.1, 2.3, 3.1, 3.2, 4.1, 4.2	• Takes responsibility for planning, sequencing and prioritising tasks and own workload for efficiency and effective outcomes • Contributes to continuous improvement of current work practices by applying basic principles of analytical thinking • Uses familiar digital technologies and systems to access, enter, present and communicate data and information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBINM401 Implement workplace information system	BSBINM401A Implement workplace information system	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBINM401 Implement workplace information system

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:

- identify, source and analyse information to determine
  - information system needs
  - whether it is fit for purpose
  - trends and developments
- implement and review the workplace information system
- review a workplace information system and prepare and present a submission recommending improvements.

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 information systems that are, or should be, available in the workplace
- explain the information management systems and technology typically associated with the workplace including:
  - budgets and financial management systems
  - customer information software or records
  - databases
  - personal digital assistant (PDA)
  - product and service information
  - project management software
  - record management systems
  - spreadsheets.

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Assessment Conditions

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

- business technology
- a workplace information system
- workplace policies and procedures.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBINM501 Manage an information or knowledge management system

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 organise training for others for an information or knowledge management system and to manage the use of the system.

It applies to individuals who are responsible for seeing that key information and corporate knowledge are retained, accessible to others and improve business outcomes.

The unit applies to information or knowledge management systems which comprise policies, protocols, procedures and practices to manage information or knowledge within the organisation and among relevant stakeholders.

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

Unit Sector

Knowledge Management – Information Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Organise learning to use information or knowledge management system	1.1 Identify learning needs of relevant personnel and stakeholders for input into and use of an information or knowledge management system 1.2 Identify and secure human, financial and physical resources

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ELEMENT	PERFORMANCE CRITERIA
	required for learning activities to use an information or knowledge management system 1.3 Organise and facilitate learning activities 1.4 Promote and support use of the system throughout the organisation 1.5 Monitor and document effectiveness of learning activities
2 Manage use of information or knowledge management system	2.1 Ensure implementation of policies and procedures for the information or knowledge management system are monitored for compliance, effectiveness and efficiency 2.2 Address implementation issues and problems as they arise 2.3 Monitor integration and alignment with data and information systems 2.4 Collect information on achievement of performance measures 2.5 Manage contingencies such as system failure or technical difficulties by accessing technical specialist help as required
3 Review use of information or knowledge management system	3.1 Analyse effectiveness of system and report on strengths and limitations of the system 3.2 Review business and operational plan and determine how effectively the system is contributing to intended outcomes 3.3 Make recommendations for improvement to system, policy or work practices

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	1.1-1.5, 2.1-2.5, 3.1-3.3	• Researches and critically analyses documentation from a variety of sources to determine requirements
Writing	1.1-1.5, 2.1-2.4, 3.2, 3.3	• Prepares and produces documentation for a specific audience using clear and detailed language to convey explicit information, requirements and recommendations

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Oral Communication	1.1, 1.2, 1.3, 1.4, 2.2, 2.5, 3.3	• Presents information using structure and language to suit the audience • Uses active listening and questioning and reading of verbal and non-verbal signals to clarify information and to confirm understanding
Navigate the world of work	2.1, 3.3	• Takes full responsibility for following policies, procedures and legislative requirements and identifies organisational implications of new legislation or regulation • Modifies or develops organisational policies and procedures to comply with legislative requirements and organisation goals
Interact with others	1.1-1.4, 2.5, 3.3	• Implements strategies for a diverse range of colleagues and clients in order to build rapport and foster strong relationships • Collaborates with others sharing information to build strong work groups and avoid behaviours that are not conducive to a productive environment • Elicits feedback and provides feedback to others in order to improve self or workgroup behaviours
Get the work done	1.1-1.5, 2.1-2.5, 3.1, 3.2	• Accepts responsibility for planning and sequencing complex tasks and workload, negotiating key aspects with others and taking into account capabilities, efficiencies and effectiveness • Monitors progress of plans and schedules and reviews and changes them to meet new demands and priorities • Applies systematic and analytical processes to address problems and make decisions in complex situations • Investigates new and innovative ideas as a means to continuously improve, work practices and processes • Uses and investigates new digital technologies and applications to manage and manipulate data and communicate effectively with others

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBINM501 Manage an information or knowledge	BSBINM501A Manage an information or knowledge	Updated to meet Standards for Training Packages	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
management system	management system		

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBINM501 Manage an information or knowledge management system

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:

- identify learning needs and plan and implement learning activities to enable personnel to use information or knowledge management system including
  - providing human, financial and physical resources as required
  - use of coaching, mentoring, information sessions, workshops, training programs and e-learning as appropriate
- monitor performance and address issues and contingencies as they arise including
  - accessing technical specialists as required
  - correct application of policies and procedures for the information or knowledge management system
  - alignment and effectiveness of the policies and procedures
  - effectiveness of information or knowledge management system for intended outcomes
- recommend improvements to systems, policies and practices as appropriate.

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 relevant legislation, codes of practice and national standards relevant to privacy, freedom of information and knowledge management
- explain organisational policies and procedures including:
  - records management
  - information management
  - customer service
  - commercial confidentiality

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- describe the organisational operations and existing data and information systems.

Assessment Conditions

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

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

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBINN201 Contribute to workplace 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 make a pro-active and positive contribution to workplace innovation.

It applies to individuals working in any industry or community context, in both small and large organisations who take a pro-active approach to identifying, suggesting and developing ideas about better ways of doing things at a practical operational level in a specific area of activity. While the individual's overall work is undertaken with some supervision and guidance, they apply discretion, judgement and effective interpersonal skills in order to contribute to workplace innovation.

No licensing, legislative, regulatory 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
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Identify opportunities to do things better	1.1 Be aware of own role in workplace innovation 1.2 Proactively identify opportunities for improvement in own area of work 1.3 Gather and review information which may be relevant to ideas and which might assist in gaining support for ideas

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ELEMENT	PERFORMANCE CRITERIA
2 Discuss and develop ideas with others	2.1 Identify people who could provide input into ideas for improvements 2.2 Select the best way of approaching people to begin sharing ideas 2.3 Seek feedback on improvement of ideas, and discuss and develop options and possible variations 2.4 Review and select ideas for follow up based on feedback and further review
3 Address the practicalities of change	3.1 Take action to implement routine changes in consultation with others and within scope of own responsibility 3.2 Identify and articulate issues and practical processes for implementing proposed ideas 3.3 Present ideas and practical suggestions to the appropriate people about how improvements could be 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	1.3, 2.4, 3.2	• Categorises, interprets and reviews information from a range of sources to generate ideas relevant to the workplace
Writing	3.2, 3.3	• Communicates information using clear language and formats appropriate for the audience
Oral Communication	2.3, 3.1, 3.2, 3.3	• Actively participates in verbal exchanges of ideas and elicits the view and opinions of others by listening and questioning • Uses clear and relevant language to clarify workplace issues and promote ideas
Numeracy	1.3, 3.2	• Performs basic mathematical calculations to estimate time and cost in relation to implementation of ideas
Navigate the world of work	1.1, 1.2, 3.1	• Understands responsibilities of own role
Interact with	2.3, 3.1-3.3	• Follows accepted communication practices and protocols when discussing or presenting ideas to others

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others		• Seeks and takes into account perspectives and opinions of others
Get the work done	1.2, 1.3, 2.1, 2.2, 2.4, 3.1-3.3	• Plans and implements routine tasks making limited decisions and seeking assistance, when necessary • Uses analytical or lateral thinking processes to identify improvements or new ways of approaching tasks • Identifies and anticipates operational problems and develops possible solutions

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBINN201 Contribute to workplace innovation	BSBINN201A Contribute to workplace innovation	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBINN201 Contribute to workplace innovation

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:

- identify ideas for improvements and use information from a range of sources including other people to review and select ideas to put forward for implementation
- communicate the ideas and seek input from others in order to identify how the ideas could be implemented
- implement routine changes within scope of responsibility.

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 role of individuals in suggesting and making improvements and the importance of pro-active involvement
- list the positive impacts and the challenges of change and innovation
- provide examples of the types of changes that can occur as a result of effective individual participation within own scope of responsibility
- give examples of the types of changes that are within and outside own scope of responsibility
- list typical reasons why suggested improvements or innovations may not be implemented, including operational and management constraints
- explain how to prepare and communicate ideas for improvement to maximise likelihood of support.

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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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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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
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
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

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ELEMENT	PERFORMANCE CRITERIA
	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 the system and plan a learning and development strategy
4 Trial the system	4.1 Present and consult on system proposals with relevant stakeholders 4.2 Analyse and integrate feedback into the system development process 4.3 Determine appropriate context and parameters for the trial process 4.4 Initiate the trial, taking account of all required consultative, coaching and technical issues 4.5 Monitor and review the trial in relation to its goals for fostering

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ELEMENT	PERFORMANCE CRITERIA
	innovation 4.6 Open the improvement process to ongoing collaborative input and challenge 4.7 Adjust system to reflect evaluation feedback

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	• 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	• 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	• 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	• Interprets, analyses and presents numeric or financial information in complex documents
Navigate the world of work	1.1-1.4	• 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	• 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	• 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

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		• 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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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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

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- 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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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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
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
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

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ELEMENT	PERFORMANCE CRITERIA
	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 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

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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	• 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	• 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	• 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	• 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	• 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	• 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

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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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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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,
- model ling 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.

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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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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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
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
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

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ELEMENT	PERFORMANCE CRITERIA
	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 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

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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	• 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	• 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	• 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	• 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	• 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	• 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	• 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

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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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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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.

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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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBITS401 Maintain business technology

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 maintain the effectiveness of business technology in the workplace. It includes maintaining existing technology and planning for future technology requirements.

It applies to individuals with a broad knowledge of business technology who may be required to contribute well-developed skills in creating solutions to maintenance and upgrade issues with existing technology. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

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

Unit Sector

Information and Communications Technology – IT Support

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Maintain performance of hardware and software	1.1 Monitor and evaluate system effectiveness to ensure it meets organisational and system requirements

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ELEMENT	PERFORMANCE CRITERIA
	1.2 Use operating system, drive and disk structure, reports and files to identify performance problems 1.3 Maintain disk drives and peripherals according to manufacturers' and organisational requirements 1.4 Replace consumables in accordance with manufacturers' and organisational requirements
2. Provide basic system administration	2.1 Carry out system back-up procedure at regular intervals according to organisational and system requirements 2.2 Install and operate software applications in accordance with developers' and organisational requirements 2.3 Maintain and update security access procedures in line with organisational requirements 2.4 Ensure that licences for use of software are used, checked and recorded in accordance with organisational requirements 2.5 Regularly maintain and update virus programs in accordance with organisational requirements
3. Identify future technology requirements	3.1 Maintain knowledge of current and new technology by regularly accessing sources of information 3.2 Identify and develop improved technology systems using feedback from clients and colleagues 3.3 Assess existing technology against newly available technology to determine future needs and priorities 3.4 Identify and select new technologies to achieve and maintain continuous organisational development 3.5 Obtain management and budget approval for new selected technologies

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	1.1-1.4, 2.1-2.5, 3.1-3.4	• Gathers, analyses and interprets a range of textual information from a variety of sources and identifies

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		relevant information
Writing	2.3, 2.4, 3.5	• Produces texts of varying complexity using appropriate language and logical structure to record and convey information
Navigate the world of work	1.1, 1.3, 1.4, 2.1-2.5	• Complies with organisational policies and legal responsibilities related to own work
Get the work done	1.1-1.4, 2.1-2.5, 3.1-3.5	• Plans, implements and monitors tasks required to achieve required outcomes • Takes responsibility for the outcomes of routine decisions directly related to own role • Recognises and takes responsibility for addressing predictable and some less predictable problems in familiar work contexts • Understands the purposes, specific functions and key features of common digital systems and tools and operates them effectively to complete routine tasks • Identifies innovations by monitoring trends from other contexts

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBITS401 Maintain business technology	BSBITS401B Maintain business technology	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBITS401 Maintain business technology

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:

- install software and hardware and maintain performance according to manufacturers' and organisational requirements
- organise and access software, materials and consumables
- maintain and update technology and security systems.

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 costs and benefits of technology maintenance
- describe the general features and capabilities of current industry-accepted hardware and software products
- explain the importance of:
  - back-up and security procedures
  - maintenance and diagnostic procedures
  - licensing, installation and purchasing procedures.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – IT support field of work and include access to:

- case studies and, where possible, real situations
- office equipment and resources
- examples of technology maintenance and security procedures.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBITS411 Maintain and implement digital technology

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 3.0.

Application

This unit describes the skills and knowledge required to maintain the effectiveness of digital technology in the workplace. It includes maintaining existing technology, planning for future technology requirements, and identifying opportunities to improve workplace effectiveness and efficiency by introducing new digital technologies.

It applies to individuals with a broad knowledge of digital business technologies who may be required to contribute well-developed skills in creating solutions to maintenance and upgrade issues with existing digital technology. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

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

Unit Sector

Information and Communications Technology – IT Support

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Maintain performance of existing digital technologies	1.1 Monitor and evaluate system effectiveness to ensure it meets organisational and system requirements 1.2 Use operating system, available software, web-based tools, and relevant applications to identify performance problems

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Maintain digital technologies according to organisational requirements by troubleshooting solutions to diagnose issues
2. Maintain security and functionality of data and digital technologies	2.1 Carry out system back-up procedure at regular intervals according to organisational and system requirements 2.2 Install and operate software and other digital applications in accordance with developers' and organisational requirements 2.3 Identify sources of risk to digital security in line with organisational policies and requirements 2.3 Maintain and update digital security access procedures in line with organisational requirements 2.4 Ensure that licences for use of software are used, checked and recorded in accordance with organisational requirements
3. Identify future technology requirements and opportunities	3.1 Identify available and upcoming digital technology solutions by accessing relevant sources of information 3.2 Assess existing digital technologies against newly available and upcoming digital technology solutions to determine future needs, opportunities, and priorities 3.3 Identify and select new digital technologies to achieve and maintain continuous organisational development in line with organisational strategies 3.4 Develop and implement improved digital technology systems based on feedback from clients and colleagues, in line with organisational policies and requirements 3.5 Obtain management and budget approval for new selected technologies

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	• Gathers, analyses and interprets a range of textual information from a variety of sources and identifies relevant information
Writing	• Produces texts of varying complexity using appropriate language and logical structure to record and convey information
Navigate the	• Complies with organisational policies and legal responsibilities

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world of work	related to own work
Get the work done	• Plans, implements and monitors tasks required to achieve required outcomes • Takes responsibility for the outcomes of routine decisions directly related to own role • Recognises and takes responsibility for addressing predictable and some less predictable problems in familiar work contexts • Understands the purposes, specific functions and key features of common digital systems and tools and operates them effectively to complete routine tasks • Identifies innovations by monitoring trends from other contexts

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBITS411 Maintain and implement digital technology	BSBITS401 Maintain business technology	Updates to title, application statement, elements, performance criteria and assessment requirements	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBITS411 Maintain and implement digital technology

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 3.0.

Performance Evidence

Evidence of the ability to:

- identify and resolve system issues using a range of digital diagnostic tools
- perform routine system maintenance, including carrying out back-up procedures and software/application installation
- identify a range of risks to digital security and steps required to minimise/eliminate such risk
- develop and implement improved digital technology systems, drawing on research of available and upcoming digital technology solutions.

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

Knowledge Evidence

The candidate must be able to demonstrate the following knowledge to effectively complete the tasks outlined in the elements and performance criteria of this unit, and to manage tasks and reasonably foreseeable contingencies in the context of the work role.

- Key features, capabilities, and limitations of current industry-accepted digital technology solutions
- Key features and limitations of existing organisational digital technologies, including software licences
- Key features of organisational policies and requirements related to digital security
- Key features of organisational commercial strategy relevant to digital technology
-

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – IT support field of work and include access to:

- case studies and, where possible, real situations
- office equipment and resources
- examples of technology maintenance and security procedures.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBITU201 Produce simple word processed documents

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 2.0. Version created to correct typographical error
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 correctly operate word processing applications in production of workplace documents.

It applies to individuals who perform a range of routine tasks in the workplace, using a limited range of practical skills and fundamental knowledge of word processing and software in a defined context, under direct supervision or with limited individual responsibility.

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

Unit Sector

Information and Communications Technology – IT Use

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to produce documents	1.1 Use safe work practices to ensure ergonomic, work organisation, energy and resource conservation requirements are met

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ELEMENT	PERFORMANCE CRITERIA
	1.2 Identify document purpose, audience and presentation requirements, and clarify with relevant personnel as required 1.3 Identify organisational and task requirements for document layout and design
2. Produce documents	2.1 Format document using appropriate software functions to adjust page layout to meet information requirements, in accordance with organisational style and presentation requirements 2.2 Use system features to identify and manipulate screen display options and controls 2.3 Use manuals, user documentation and online help to overcome problems with document presentation and production
3. Finalise documents	3.1 Ensure final document is previewed, checked, adjusted and printed in accordance with organisational and task requirements 3.2 Ensure document is prepared within designated timelines and organisational requirements 3.3 Name and store document in accordance with organisational requirements and exit application without information loss/damage

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	1.2, 1.3, 2.1, 2.3, 3.1, 3.3	• Recognises textual information within organisational and task requirements to determine work requirements
Writing	3.1, 3.3	• Records numerical and textual information in accordance with requirements of task
Oral Communication	1.2	• Participates in a variety of spoken exchanges with relevant personnel in an effort to clarify document purpose, audience and presentation requirements
Navigate the world of work	1.1-1.3, 2.1, 3.1-3.3	• Recognises and follows explicit and implicit protocols and meets expectations associated with own role
Interact with others	1.2	• May seek guidance from more experienced work colleagues

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Get the work done	2.1-2.3, 3.1-3.3	• Understands functions and features of specific computer software and uses these to perform work tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBITU201 Produce simple word processed documents Release 2	BSBITU201 Produce simple word processed documents Release 1	Updated to correct typographical error	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBITU201 Produce simple word processed documents

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to correct typographical error
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- produce documents following correct ergonomic, conservation requirements and organisational policies and procedures
- adhere to organisational style manual when formatting documents
- refer to help function and user documentation to rectify document problems
- use system features
- follow designated timelines when preparing documents.

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 basic formatting styles and their effect on formatting, readability and appearance of documents
- describe purpose, use and function of word processing software
- outline organisational requirements for ergonomics, work periods and breaks, and conservation techniques
- describe what is contained in an organisational style guide.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – IT use field of work and include access to:

- industry software packages
- computer user information
- relevant legislation and codes of practice
- organisational policies and procedures
- relevant workplace documentation and resources including a style guide and user manuals.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBITU306 Design and produce business documents

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 design and produce various business documents and publications. It includes selecting and using a range of functions on a variety of computer applications.

It applies to individuals who possess fundamental skills in computer operations and keyboarding. They may exercise discretion and judgement using appropriate theoretical knowledge of document design and production to provide technical advice and support to a team.

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

Unit Sector

Information and Communications Technology – IT Use

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Select and prepare resources	1.1 Select and use appropriate technology and software applications to produce required business documents 1.2 Select layout and style of publication according to information and organisational requirements 1.3 Ensure document design is consistent with company and/or client requirements, using basic design principles

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Discuss and clarify format and style with person requesting document/publication
2. Design document	2.1 Identify, open and generate files and records according to task and organisational requirements 2.2 Design document to ensure efficient entry of information and to maximise presentation and appearance of information 2.3 Use a range of functions to ensure consistency of design and layout 2.4 Operate input devices within designated requirements
3. Produce document	3.1 Complete document production within designated timelines according to organisational requirements 3.2 Check document produced to ensure it meets task requirements for style and layout 3.3 Store document appropriately and save document to avoid loss of data 3.4 Use manuals, training booklets and/or help-desks to overcome basic difficulties with document design and production
4. Finalise document	4.1 Proofread document for readability, accuracy and consistency of language, style and layout prior to final output 4.2 Make any modifications to document to meet requirements 4.3 Name and store document in accordance with organisational requirements and exit application without data loss/damage 4.4 Print and present document according to requirements

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	2.1, 2.2, 3.2, 3.4, 4.1	• Recognises and interprets textual information from a range of sources to determine and adhere to requirements • Applies strategies to self-correct and verify clarity and conformity of information

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Writing	2.2, 2.3, 3.1, 4.2, 4.3	• Develops documents using required format, accurate spelling and grammar and terminology specific to requirements • Organises content to support purposes and audience of material, using clear and logical language
Oral Communication	1.4	• Confirms requirements with relevant personnel using specific terminology and listening and questioning techniques
Navigate the world of work	1.2, 1.3, 2.1, 2.4, 3.1, 3.2, 4.2-4.4	• Recognises and follows explicit and implicit protocols and meets expectations associated with own role
Interact with others	1.4	• Selects and uses appropriate conventions and protocols when communicating in a range of familiar work contexts
Get the work done	1.1-1.3, 2.1-2.4, 3.1-3.4, 4.1-4.4	• Uses basic features and functions within applications to access, store, organise data and perform routine work tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBITU306 Design and produce business documents	BSBITU306A Design and produce business documents	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBITU306 Design and produce business documents

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:

- select appropriate technology and software for design and production of business documents
- adhere to organisational requirements when:
  - selecting layout and style
  - opening and generating files
  - producing documents within designated timelines
  - naming and storing documents
  - printing and presenting documents
- adhere to task requirements when producing documents including:
  - applying basic design principles
  - applying consistent formatting
  - using appropriate styles
  - using correct layouts
  - proofreading as required
- use appropriate data storage options
- apply knowledge of functions and features of contemporary computer applications
- print and present completed documents.

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 appropriate technology for production requirements

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- describe functions and features of contemporary computer applications
- outline organisational policies, plans and procedures
- list organisational requirements for document design e.g. style guide.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – IT use field of work and include access to:

- office equipment and resources
- relevant software applications
- examples of style guides
- organisational procedures.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLDR402 Lead effective workplace relationships

Modification History

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

Application

This unit defines skills, knowledge and outcomes required to use leadership to promote team cohesion. It includes motivating, mentoring, coaching and developing the team and forming the bridge between the management of the organisation and team members.

This unit applies to team leaders, supervisors and new or emerging managers where leadership plays a role in developing and maintaining effective workplace relationships. It applies in any industry or community context.

At this level work will normally be carried out within routine and non-routine methods and procedures, which require planning and evaluation and leadership and guidance of 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
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Collect, analyse and communicate information and ideas	1.1 Collect relevant information from appropriate sources and analyse and share with the work team to improve work performance 1.2 Communicate ideas and information in a manner which is appropriate and sensitive to the cultural and social diversity of the

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ELEMENT	PERFORMANCE CRITERIA
	audience and any specific needs 1.3 Lead consultation processes to encourage employees to contribute to issues related to their work, and promptly relay feedback to the work team in regard to outcomes 1.4 Seek and value contributions from internal and external sources in developing and refining new ideas and approaches 1.5 Implement processes to ensure that issues raised are resolved promptly or referred to relevant personnel as required
2. Develop trust and confidence as leader	2.1 Treat all internal and external contacts with integrity, respect and empathy 2.2 Use the organisation's social, ethical and business standards to develop and maintain effective relationships 2.3 Gain and maintain the trust and confidence of colleagues, customers and suppliers through competent performance 2.4 Adjust interpersonal styles and methods to meet organisation's social and cultural environment 2.5 Lead and encourage other members of the work team to follow examples set according to organisation's policies and procedures
3. Develop and maintain networks and relationships	3.1 Use networks to identify and build relationships 3.2 Use networks and other work relationships to provide identifiable benefits for the team and organisation
4. Manage difficulties into positive outcomes	4.1 Identify and analyse difficulties and take action to rectify the situation within the requirements of the organisation and relevant legislation 4.2 Guide and support colleagues to resolve work difficulties 4.3 Regularly review and improve workplace outcomes in consultation with relevant personnel 4.4 Manage poor work performance within the organisation's processes 4.5 Manage conflict constructively within the organisation's processes

Foundation Skills

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

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Skill	Performance Criteria	Description
Reading	1.1	• Collects, analyses and evaluates textual information from a range of resources to inform improvement strategies
Oral Communication	1.2, 1.3, 2.4, 2.5, 4.2	• Selects or adjusts communication style to maintain effectiveness of interaction and build and maintain engagement consistent with organisational requirements
Navigate the world of work	2.2, 2.5, 4.1, 4.4, 4.5	• Recognises and follows legislative and organisational requirements relevant to own role
Interact with others	1.1-1.4, 2.1, 2.3, 2.5, 3.1, 3.2, 4.2, 4.5	• Selects and uses appropriate conventions and protocols when communicating with diverse stakeholders • Adapts personal communication style to build trust and positive working relationships and to show respect for the opinions, values and particular needs of others • Plays a lead role in situations requiring effective collaboration, demonstrating conflict resolution skills and ability to engage and motivate others
Get the work done	1.1, 1.5, 4.1, 4.3	• Plans and implements activities and processes to manage and review work performance • Systematically gathers and analyses all relevant information to formulate and evaluate possible solutions to difficulties

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBLDR402 Lead effective workplace relationships	BSBWOR401A Establish effective workplace relationships	Updated to meet Standards for Training Packages Title change Minor edits to clarify intent of performance criteria	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLDR402 Lead effective workplace relationships

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:

- access and analyse information to achieve planned outcomes
- apply techniques for resolving problems and conflicts and dealing with poor performance within organisational and legislative requirements
- review and improve workplace outcomes in consultation with relevant personnel
- adjust interpersonal style and communications to respond to cultural and social diversity
- apply relationship management and communication skills with a range of people that:
  - demonstrate integrity, respect, empathy and cultural sensitivity and promote trust
  - forge effective relationships with internal and/or external people and help to maintain these networks
  - encourage participation and foster contribution of and respect for ideas and feedback
  - provide support to colleagues to resolve difficulties.

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:

- give examples of how work relationships, and the cultural and social environment, can support or hinder achieving planned outcomes
- explain techniques for developing positive work relationships and building trust and confidence in a team including interpersonal styles, communications, consultation, cultural and social sensitivity, networking
- explain the impact of legislation and organisational policies on workplace relationships
- describe a range of methods and techniques for communicating information and ideas to a range of stakeholders
- outline problems solving methods

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- explain methods to resolve workplace conflict
- explain methods to manage poor work performance
- explain how to monitor, analyse and introduce ways to improve work relationships.

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

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLDR403 Lead team effectiveness

Modification History

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

Application

This unit defines skills, knowledge and outcomes required to plan and supervise the performance of the team and develop team cohesion.

It applies team leaders, supervisors and new emerging managers who have an important leadership role in the development of efficient and effective work teams.

Leaders at this level also provide leadership for the team and bridge the gap between the management of the organisation and the team members. As such they must 'manage up' as well as manage their team/s.

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
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan to achieve team outcomes	1.1 Lead the team to identify, establish and document team purpose, roles, responsibilities, goals, plans and objectives in consultation with team members 1.2 Engage team members to incorporate innovation and

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ELEMENT	PERFORMANCE CRITERIA
	productivity measures in work plans 1.3 Lead and support team members in meeting expected outcomes
2. Lead team to develop cohesion	2.1 Provide opportunities for input of team members into planning, decision making and operational aspects of work team 2.2 Encourage and support team members to take responsibility for own work and to assist each other in undertaking required roles and responsibilities 2.3 Provide feedback to team members to encourage, value and reward individual and team efforts and contributions 2.4 Recognise and address issues, concerns and problems identified by team members or refer to relevant persons as required 2.5 Model expected behaviours and approaches
3. Participate in and facilitate work team	3.1 Actively encourage team members to participate in and take responsibility for team activities and communication processes 3.2 Give the team support to identify and resolve problems which impede its performance 3.3 Ensure own contribution to work team serves as a role model for others and enhances the organisation's image within the work team, the organisation and with clients/customers
4. Liaise with management	4.1 Maintain open communication with line manager/management at all times 4.2 Communicate information from line manager/management to the team 4.3 Communicate unresolved issues, concerns and problems raised by the team/team members to line manager/management and ensure follow-up action is taken 4.4 Communicate unresolved issues, concerns and problems related to the team/team members raised by line managers/management to the team and ensure follow-up to action is taken

Foundation Skills

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

Skill	Performance	Description

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	Criteria	
Writing	1.1, 4.2	• Prepares workplace plans that communicate intent and elicits feedback clearly and effectively
Oral communication	1.1, 1.3, 2.2, 2.3, 3.1, 3.2, 4.2-4.4	• Engages in discussions or provides information using structure and language appropriate to the audience and situation
Interact with others	1.1-1.3, 2.1-2.5, 3.1, 3.3, 4.1	• Selects and uses appropriate conventions and protocols when communicating with team members • Adapts personal communication style to model required behaviours, build trust and positive working relationships and to show respect for the opinions and values of others • Plays a lead role in situations requiring effective collaboration, demonstrating conflict resolution skills and ability to engage and motivate others
Get the work done	1.1-1.3, 3.2	• Develops, implements and monitors plans and processes to ensure team engagement and effectiveness • Uses formal analytical thinking techniques to identify issues and generate possible solutions, seeking input from others as required

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBLDR403 Lead team effectiveness	BSBWOR402A Promote team effectiveness	Updated to meet Standards for Training Packages Title change Minor edits to clarify intent of performance criteria	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLDR403 Lead team effectiveness

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:

- apply knowledge of organisational goals, objectives and plans
- develop a team work plan including documentation of how it was generated and how it will be monitored
- identify and incorporate innovation and productivity measures into a team work plan
- communicate with team members and management to identify and establish the team purpose, roles, responsibilities, goals plans and objectives and resolve problems
- use techniques to consult, encourage, support and provide feedback to team members
- model team leadership behaviours and approaches
- liaise with management to develop the teamwork plan, resolve issues and ensure follow-up action is taken.

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 principles and techniques associated with:

- delegation and work allocation
- goal setting
- group dynamics and processes
- individual behaviour and difference
- leadership styles
- motivation
- negotiation
- problem solving
- planning

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- workplace innovation
- workplace productivity.

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:

- information about the organisation, including organisational structure, goals, objectives and plans
- case studies, and where possible, real situations
- workplace equipment and resources
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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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

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ELEMENT	**PERFORMANCE CRITERIA**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
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
4. Lead establishment of a	4.1 Identify and address relevant organisational policies and

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ELEMENT	PERFORMANCE CRITERIA
partnership program	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	• 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	• 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	• 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	• 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	• 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

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		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	• 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	• 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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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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.

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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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLED401 Develop teams and individuals

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify assessment requirements
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 determine individual and team development needs and to facilitate the development of the workgroup.

It applies to individuals with a broad knowledge of learning and development who apply their skills in addressing development needs to meet team objectives. They may have responsibility to provide guidance or to delegate aspects of tasks to others.

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

Unit Sector

Workforce Development – Learning and Development

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine development needs	1.1 Systematically identify and implement learning and development needs in line with organisational requirements 1.2 Ensure that a learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and

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ELEMENT	PERFORMANCE CRITERIA
	implemented 1.3 Encourage individuals to self-evaluate performance and identify areas for improvement 1.4 Collect feedback on performance of team members from relevant sources and compare with established team learning needs
2. Develop individuals and teams	2.1 Identify learning and development program goals and objectives, ensuring a match to the specific knowledge and skill requirements of competency standards relevant to the industry 2.2 Ensure that learning delivery methods are appropriate to the learning goals, the learning style of participants, and availability of equipment and resources 2.3 Provide workplace learning opportunities, and coaching and mentoring assistance to facilitate individual and team achievement of competencies 2.4 Create development opportunities that incorporate a range of activities and support materials appropriate to the achievement of identified competencies 2.5 Identify and approve resources and time lines required for learning activities in accordance with organisational requirements
3. Monitor and evaluate workplace learning	3.1 Use feedback from individuals or teams to identify and implement improvements in future learning arrangements 3.2 Assess and record outcomes and performance of individuals/teams to determine the effectiveness of development programs and the extent of additional development support 3.3 Negotiate modifications to learning plans to improve the efficiency and effectiveness of learning 3.4 Document and maintain records and reports of competency according to organisational requirements

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

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Learning	1.1-1.4, 2.1-2.4, 3.1, 3.3	• Uses structured approaches to set goals, monitor progress and adjust learning approaches for self and others • Builds on knowledge and experience to facilitate interaction and learning with others
Reading	1.1, 1.2, 1.4, 2.1, 2.2, 2.4, 2.5, 3.1-3.4	• Analyses textual information from a range of sources to identify organisational requirements • Analyses information from a range of sources to evaluate performance
Writing	1.1, 1.2, 1.4, 2.1, 2.5, 3.1-3.4	• Develops materials to suit the requirements of different roles and individuals in the organisation • Maintains records using correct technical and organisational vocabulary
Oral Communication	1.2, 1.3, 1.4, 2.3, 3.1, 3.3	• Uses vocabulary appropriate to context and to establish a supportive and learning environment • Uses listening and questioning techniques to confirm or show understanding of different perspectives
Navigate the world of work	1.1, 2.5, 3.4	• Recognises and responds to explicit and implicit organisational procedures and protocols Understands how own role meshes with others and contributes to broader goals
Interact with others	1.2, 1.3, 1.4, 2.2, 2.3, 3.1, 3.3	• Selects and uses appropriate conventions and protocols when communicating with co-workers in a range of work contexts • Recognises the importance of building rapport to establish effective working relationships • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction • Negotiates with others to achieve joint/agreeable outcomes playing an active role in facilitating consensus in potentially contentious situations
Get the work done	1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.4	• Uses logical planning processes to organise, implement and monitor learning and development needs • Systematically gathers and analyses all relevant information and evaluates options to make informed decisions • Evaluates outcomes of decisions to identify opportunities for improvement

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBLED401 Develop teams and individuals Release 2	BSBLED401 Develop teams and individuals Release 1	Updated to clarify assessment requirements	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLED401 Develop teams and individuals

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify assessment requirements
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- systematically identify and implement learning opportunities for others
- collect feedback on team and individual performance
- give and receive feedback from team members to encourage participation in and effectiveness of the team
- collaboratively develop learning plans to match skill needs of individuals and groups
- provide mentoring and coaching assistance to teams and individuals
- monitor and review workplace learning.

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 facilitation techniques to encourage team development and improvement
- outline organisational policies, plans and procedures for developing teams
- identify career paths and competency standards relevant to the industry.

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Assessment Conditions

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

- office equipment and resources
- learning and development plans, policies and procedures
- case studies and, where available, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLED501 Develop a workplace learning 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 encourage and support the development of a learning environment in which work and learning come together. Particular emphasis is on the development of strategies to facilitate and promote learning and to monitor and improve learning performance.

It applies to individuals who have a prominent role in encouraging, supporting and facilitating the development of a learning environment in which work and learning come together.

At this level work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

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

Unit Sector

Workforce Development – Learning and Development

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Create learning opportunities	1.1 Identify potential formal and informal learning opportunities 1.2 Identify learning needs of individuals in relation to the needs of

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ELEMENT	PERFORMANCE CRITERIA
	the team and/or enterprise and available learning opportunities 1.3 Develop and implement learning plans as an integral part of individual and team performance plans 1.4 Develop strategies to ensure that learning plans reflect the diversity of needs 1.5 Ensure organisational procedures maximise individual and team access to, and participation in, learning opportunities 1.6 Ensure effective liaison occurs with training and development specialists and contributes to learning opportunities which enhance individual, team and organisational performance
2. Facilitate and promote learning	2.1 Develop strategies to ensure that workplace learning opportunities are used and that team members are encouraged to share their skills and knowledge to encourage a learning culture within the team 2.2 Implement organisational procedures to ensure workplace learning opportunities contribute to the development of appropriate workplace knowledge, skills and attitudes 2.3 Implement policies and procedures to encourage team members to assess their own competencies and to identify their own learning and development needs 2.4 Share the benefits of learning with others in the team and organisation 2.5 Recognise workplace achievement by timely and appropriate recognition, feedback and rewards
3. Monitor and improve learning effectiveness	3.1 Use strategies to ensure that team and individual learning performance is monitored to determine the type and extent of any additional work-based support required and any Work Health and Safety (WHS) issues 3.2 Use feedback from individuals and teams to identify and introduce improvements in future learning arrangements 3.3 Make adjustments, negotiated with training and development specialists, for improvements to the efficiency and effectiveness of learning 3.4 Use processes to ensure that records and reports of competency are documented and maintained within the organisation’s systems and procedures to inform future planning

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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	1.1, 1.2, 1.3, 1.4, 2.1, 2.4, 3.1, 3.2	• Develops strategies to develop learning plans of self and others to meet a diversity of needs within organisational constraints • Transfers skills and knowledge to a variety of learning development contexts
Reading	1.1-1.5, 2.1, 2.2, 2.5, 3.1-3.4	• Interprets textual information obtained from a range of sources and determines how content may be applied to individuals and to organisational requirements
Writing	1.3, 1.4, 2.1, 2.2, 2.3, 2.5, 3.3, 3.4	• Uses information from a range of sources to develop and document plans, strategies and feedback in accordance with organisational requirements • Maintains records using correct technical and organisational vocabulary
Oral Communication	1.6, 2.4, 2.5, 3.2, 3.3	• Present information and opinions using language and features appropriate to the audience and context • Uses questioning and listening techniques to identify learning needs and obtain feedback
Navigate the world of work	1.5, 2.2, 2.3, 3.1, 3.4	• Recognises and responds to both explicit and implicit organisational procedures and protocols and legislative/regulatory requirements • Understands how own role meshes with others and contributes to broader goals
Interact with others	1.6, 2.1, 2.3 -2.5, 3.2, 3.3	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion • Recognises the importance of building rapport to establish effective working relationships • Applies a range of communication strategies to encourage others to share their knowledge and skills and reflect on the effectiveness of the interaction
Get the work done	1.1, 1.2, 1.3, 1.4, 2.1, 2.5, 3.1, 3.4	• Uses logical processes to plan, implement and monitor learning in the workplace • Systematically gathers and analyses relevant

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		information and evaluates options to make informed decisions • Evaluates outcomes of decisions to identify opportunities for improvement • Uses digital tools to organise, store, integrate and share relevant information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBLED501 Develop a workplace learning environment	BSBLED501A Develop a workplace learning environment	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLED501 Develop a workplace learning 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:

- collaboratively review performance development needs of individuals and teams
- plan professional development for individuals and teams that enhances organisational performance
- develop and implement learning plans
- liaise with training and development specialists
- recognise workplace achievement by giving feedback, recognition and rewards
- monitor and improve workplace learning
- record and report workplace learning outcomes.

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 management of relationships can achieve a learning environment
- identify principles and techniques involved in the management and organisation of:
  - adult learning
  - coaching and mentoring
  - consultation and communication
  - improvement strategies
  - leadership
  - learning environment and learning culture
  - monitoring and reviewing workplace learning
  - problem identification and resolution
  - record keeping and management methods

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- structured learning
- work-based learning.

Assessment Conditions

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

- workplace policies and procedures
- workplace equipment and resources
- case studies and, where available, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMGT402 Implement operational plan

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 implement the operational plan by monitoring and adjusting operational performance, planning and acquiring resources and providing reports on performance as required.

It applies to individuals who plan activities to achieve the measurable, stated objectives of the team and the organisation. At this level work will normally be carried out within routine and non-routine methods and procedures which require planning, evaluation, leadership and guidance of others.

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
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Implement operational plan	1.1 Collate, analyse and organise details of resource requirements in consultation with relevant personnel, colleagues and specialist resource managers 1.2 Implement operational plans to contribute to the achievement of organisation's performance/business plan 1.3 Identify and use key performance indicators (KPIs) to monitor

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ELEMENT	PERFORMANCE CRITERIA
	operational performance 1.4 Manage contingencies by adjusting the implementation of the operational plan in consultation with others 1.5 Provide assistance in the development and presentation of proposals for resource requirements in line with operational planning processes
2. Implement resource acquisition	2.1 Recruit and induct employees within organisation's policies, practices and procedures 2.2 Implement plans for acquisition of physical resources and services within organisation's policies, practices and procedures and in consultation with relevant personnel
3. Monitor operational performance	3.1 Monitor performance systems and processes to assess progress in achieving profit/productivity plans and targets 3.2 Analyse and use budget and actual financial information to monitor profit/productivity performance 3.3 Identify unsatisfactory performance and take prompt action to rectify the situation according to organisational policies 3.4 Provide mentoring, coaching and supervision to support individuals and teams to use resources effectively, economically and safely 3.5 Present recommendations for variation to operational plans to the designated persons/groups and gain approval 3.6 Implement systems, procedures and records associated with performance in accordance with organisation's requirements

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	3.4	• Actively reinforces learning by applying new knowledge and skills in mentoring, coaching and supervising others
Reading	1.1-1.5, 2.1, 2.2, 3.1, 3.2, 3.6	• Identifies, interprets, analyses and reviews textual information related to the operational plan and

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		monitoring of operational performance
Writing	1.1-1.5, 2.1, 2.2, 3.2-3.6	• Communicates relationships between ideas and information, matching style of writing to purpose and audience • Researches, plans and prepares workplace documentation for relevant stakeholders using organisational formats
Oral Communication	1.1, 1.4, 1.5, 2.1, 2.2, 3.3, 3.4, 3.5	• Participates in a variety of spoken exchanges with a range of audiences varying structure and language to suit the audience
Numeracy	1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 3.1, 3.2, 3.3	• Selects and uses familiar mathematical techniques to organise timely supply of adequate resources for the operational plan and to use budgetary information to monitor performance
Navigate the world of work	1.5, 2.1, 2.2, 3.3, 3.4, 3.6	• Monitors adherence to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment
Interact with others	1.1, 1.4, 1.5, 2.1, 2.2, 3.3, 3.4, 3.5	• Selects and uses appropriate conventions and protocols when communicating with diverse individuals to build rapport, seek or present information • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group communication, influencing direction and taking a leadership role on occasion
Get the work done	1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 3.1, 3.2, 3.3, 3.6	• Takes responsibility for planning, organising, implementing and monitoring tasks required to achieve required outcomes • Uses systematic, analytical processes in complex, non-routine situations, setting goals, gathering relevant information and identifying and evaluating options against agreed criteria • Evaluates effectiveness of decisions in terms of how well they met stated goals • Recognises and addresses an increasing range of familiar problems by implementing contingency plans

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMGT402 Implement	BSBMGT402A Implement	Updated to meet Standards for	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
operational plan	operational plan	Training Packages. Edits to clarify intent of Performance Criteria.	

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMGT402 Implement operational plan

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:

- interact with a range of people/groups to identify resource requirements, performance objectives, systems, procedures and records relating to the operational plan
- vary the operational plan and gain approval to deal with contingencies
- monitor operational performance against the performance objectives and budgets and take action to rectify unsatisfactory performance
- plan and acquire physical and human resources using organisation's systems and procedures
- manage and support personnel to achieve performance objectives. including inducting new employees and providing mentoring and coaching
- present information and recommendations to support implementation and variation of the operational plan
- document and provide reports on performance as required by the organisation.

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 performance monitoring systems and processes
- describe methods for problem solving
- explain how organisational policies and procedures relate to the operational plan.

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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:

- organisational operational plans, policies and procedures
- workplace documentation and resources including budgets, physical and human resource procurement documentation, employee induction and performance monitoring procedures
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMGT403 Implement continuous improvement

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 implement the organisation's continuous improvement systems and processes. It covers using systems and strategies to actively encourage the team to participate in the process, monitoring and reviewing performance, and identifying opportunities for further improvements.

It applies to managers who have an active role in implementing the continuous improvement process to achieve the organisation's objectives. Their position is closely associated with the creation and delivery of products and services which means that they have an important role in influencing the ongoing development of the organisation.

At this level, work will normally be carried out within routine and non-routine methods and procedures, which require planning, evaluation, leadership and guidance of others.

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
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Implement continuous improvement systems and	1.1 Implement systems to ensure that individuals and teams are actively encouraged and supported to participate in decision

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ELEMENT	PERFORMANCE CRITERIA
processes	making processes, assume responsibility and exercise initiative 1.2 Communicate the organisation's continuous improvement processes to individuals and teams, and obtain feedback 1.3 Ensure effective mentoring and coaching allows individuals and teams to implement the organisation's continuous improvement processes
2. Monitor and review performance	2.1 Use the organisation's systems and technology to monitor and review progress and to identify ways in which planning and operations could be improved 2.2 Improve customer service through continuous improvement techniques and processes 2.3 Formulate and communicate recommendations for adjustments to those who have a role in their development and implementation
3. Provide opportunities for further improvement	3.1 Implement processes to ensure that team members are informed of savings and productivity/service improvements in achieving the business plan 3.2 Document work performance to aid the identification of further opportunities for improvement 3.3 Manage records, reports and recommendations for improvement within the organisation's systems and 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, 1.2, 2.1, 3.2, 3.3	• Evaluates and integrates facts and ideas to construct meaning from a range of text types in an effort to implement continuous improvement systems and processes
Writing	1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	• Selects vocabulary, grammatical structures and conventions appropriate to text • Researches, plans and prepares continuous improvement documentation for relevant stakeholders
Oral	1.2, 1.3, 2.3	• Participates in a variety of spoken exchanges with a range of audiences using structure and language to suit

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Communication		the audience
Navigate the world of work	2.1	• Monitors adherence to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment
Interact the work of others	1.2, 1.3, 2.3, 3.1	• Selects and uses appropriate conventions and protocols when communicating with diverse individuals to seek or share information • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group communication, influencing direction and taking a leadership role on occasion
Get the work done	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3	• Takes responsibility for planning and organising own workload to achieve required outcomes • Uses systematic, analytical processes in complex, non-routine situations, setting goals, gathering relevant information and identifying and evaluating options against agreed criteria • Evaluates effectiveness of decisions in terms of how well they meet stated goals • Uses digital applications to access and filter data, extract, organise, integrate and share relevant information • Recognises the potential of new approaches to enhance work practices and outcomes

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMGT403 Implement continuous improvement	BSBMGT403A Implement continuous improvement	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMGT403 Implement continuous improvement

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:

- implement continuous improvement systems and provide mentoring and coaching support to enable individuals and teams to participate in decisions, take responsibility, show initiative and implement improvement processes
- implement processes to inform team members about savings and productivity/service improvements achievements
- communicate effectively to support the continuous improvement system and implementation of improvements
- apply continuous improvement to customer services including internal and external customers
- implement, monitor and adjust improvement plans, processes and procedures to improve performance
- document performance to identify further opportunities for improvement
- manage records and reports within the organisation's systems and procedures.

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:

- give examples of continuous improvement processes
- list typical areas of need for coaching and mentoring to support continuous improvement
- explain how change management techniques can support continuous improvement and initiative
- identify the organisation's systems and data that can be used for benchmarking and monitoring performance for continuous improvement.

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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 workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMGT502 Manage people performance

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 manage the performance of staff who report to them directly. Development of key result areas and key performance indicators and standards, coupled with regular and timely coaching and feedback, provide the basis for performance management.

It applies to individuals who manage people. It covers work allocation and the methods to review performance, reward excellence and provide feedback where there is a need for improvement.

The unit makes the link between performance management and performance development, and reinforces both functions as a key requirement for effective managers.

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
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Allocate work	1.1 Consult relevant groups and individuals on work to be allocated and resources available

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ELEMENT	PERFORMANCE CRITERIA
	1.2 Develop work plans in accordance with operational plans 1.3 Allocate work in a way that is efficient, cost effective and outcome focussed 1.4 Confirm performance standards, Code of Conduct and work outputs with relevant teams and individuals 1.5 Develop and agree performance indicators with relevant staff prior to commencement of work 1.6 Conduct risk analysis in accordance with the organisational risk management plan and legal requirements
2. Assess performance	2.1 Design performance management and review processes to ensure consistency with organisational objectives and policies 2.2 Train participants in the performance management and review process 2.3 Conduct performance management in accordance with organisational protocols and time lines 2.4 Monitor and evaluate performance on a continuous basis
3. Provide feedback	3.1 Provide informal feedback to staff on a regular basis 3.2 Advise relevant people where there is poor performance and take necessary actions 3.3 Provide on-the-job coaching when necessary to improve performance and to confirm excellence in performance 3.4 Document performance in accordance with the organisational performance management system 3.5 Conduct formal structured feedback sessions as necessary and in accordance with organisational policy
4. Manage follow up	4.1 Write and agree on performance improvement and development plans in accordance with organisational policies 4.2 Seek assistance from human resources specialists, where appropriate 4.3 Reinforce excellence in performance through recognition and continuous feedback 4.4 Monitor and coach individuals with poor performance 4.5 Provide support services where necessary 4.6 Counsel individuals who continue to perform below expectations and implement the disciplinary process if necessary 4.7 Terminate staff in accordance with legal and organisational

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ELEMENT	PERFORMANCE CRITERIA
	requirements where serious misconduct occurs or ongoing poor-performance continues

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	2.2, 3.3, 4.4	• Consolidates and improves own knowledge and skills by coaching, mentoring or training others
Reading	1.2, 1.6, 2.4	• Gathers, interprets and analyses texts in organisational documents to facilitate performance management
Writing	1.2, 1.4, 1.5, 1.6, 2.1, 2.3, 2.4, 3.4, 3.5, 4.1, 4.7	• Plans and prepares documents for allocating work and managing performance suitable for the target audience and in accordance with organisational requirements
Oral Communication	1.1, 1.4, 1.5, 2.2, 2.3, 3.1, 3.2, 3.3, 3.5, 4.2-4.7	• Uses language and structure appropriate to context and audience to explain expected standards of performance, provide feedback and coach staff
Numeracy	1.3, 1.4, 1.5, 1.6, 2.1, 2.4, 3.4, 4.1	• Extracts and evaluates mathematical information embedded in a range of tasks and text relating to performance standards and risk analysis
Navigate the world of work	1.2, 1.6, 2.1, 2.3, 3.4, 3.5, 4.1, 4.7	• Appreciates the implications of legal and regulatory responsibilities related to own work and the organisation as a whole • Monitors adherence to organisational policies and procedures
Interact with others	1.1, 1.3, 1.4, 1.5, 2.2, 3.1, 3.2, 3.3, 4.2-4.6	• Recognises and applies the protocols governing what to communicate to whom and how in a range of work contexts • Collaborates with others to achieve joint outcomes, influencing direction and taking a leadership role on occasion
Get the work done	1.2, 1.3, 1.5, 1.6, 2.1, 2.4, 4.1, 4.2	• Sequences and schedules complex activities, monitors implementation and manages relevant communication • Seeks advice, feedback and support as required to assist in the decision-making process • Uses experiences to reflect on the ways in which

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		variables impact on performance

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMGT502 Manage people performance	BSBMGT502B Manage people performance	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMGT502 Manage people performance

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 with relevant stakeholders to identify work requirements, performance standards and agreed performance indicators
- develop work plans and allocate work to achieve outcomes efficiently and within organisational and legal requirements
- monitor, evaluate and provide feedback on performance and provide coaching or training, as needed
- reinforce excellence in performance through recognition and continuous feedback
- seek assistance from human resources specialists where appropriate
- keep records and documentation in accordance with the organisational performance management system.

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 relevant legislative and regulatory requirements
- outline relevant awards and certified agreements
- explain performance measurement systems utilised within the organisation
- explain unlawful dismissal rules and due process
- describe staff development options and information.

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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
- workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMGT516 Facilitate continuous improvement

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 lead and manage continuous improvement systems and processes. Particular emphasis is on the development of systems and the analysis of information to monitor and adjust performance strategies, and to manage opportunities for further improvements.

It applies to individuals who take an active role in managing a continuous improvement process in order to achieve an organisation's objectives.

At this level, work will normally be carried out using complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem-solving and decision-making strategies.

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
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Lead continuous improvement systems and processes	1.1 Develop strategies to ensure that team members are actively encouraged and supported to participate in decision-making processes, assume responsibility and exercise initiative as

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ELEMENT	PERFORMANCE CRITERIA
	appropriate 1.2 Establish systems to ensure that the organisation's continuous improvement processes are communicated to stakeholders 1.3 Ensure that change and improvement processes meet sustainability requirements 1.4 Develop effective mentoring and coaching processes to ensure that individuals and teams are able to implement and support the organisation's continuous improvement processes 1.5 Ensure that insights and experiences from business activities are captured and accessible through knowledge management systems
2. Monitor and adjust performance strategies	2.1 Develop strategies to ensure that systems and processes are used to monitor operational progress and to identify ways in which planning and operations could be improved 2.2 Adjust and communicate strategies to stakeholders according to organisational procedures
3. Manage opportunities for further improvement	3.1 Establish processes to ensure that team members are informed of outcomes of continuous improvement efforts 3.2 Ensure processes include recording of work team performance to assist in identifying further opportunities for improvement 3.3 Consider areas identified for further improvement when undertaking future planning

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	1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.3	• Identifies and extracts relevant information from a range of complex texts • Locates, interprets and analyses workplace documentation to gather information relating to continuous improvement
Writing	1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 3.1-3.3	• Develops complex texts related to continuous improvement processes according to organisational requirements

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		• Ensures the vocabulary, grammatical structures and conventions are appropriate for the context and target audience
Oral Communication	1.1, 1.2, 1.4, 2.2	• Presents information to a range of audiences using appropriate structure and language • Listens and comprehends information from a variety of spoken exchanges with clients, co-workers and other stakeholders • Confirms understanding through questioning and active listening
Navigate the world of work	1.1-1.3, 2.1, 2.2	• Develops strategies to enable compliance with legislative requirements and achievement of the organisation's goals • Monitors adherence to organisational policies, procedures and protocols and considers own role in terms of its contribution to broader goals of the work environment
Interact with others	1.1, 1.2, 1.4, 2.2	• Identifies and uses appropriate conventions and protocols when communicating with colleagues and external stakeholders • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction and influencing direction
Get the work done	1.1, 1.2, 1.4, 1.5, 2.1, 3.1, 3.2, 3.3	• Takes responsibility for developing, implementing and monitoring systems and processes to achieve organisational outcomes • Uses analytical and lateral thinking to review current practices and develop ideas for improvement • Reflects on the ways in which digital systems and tools are used, or could be used, to achieve work goals

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMGT516 Facilitate continuous improvement	BSBMGT516C Facilitate continuous improvement	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMGT516 Facilitate continuous improvement

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 establish systems and processes for continuous improvement that:

- facilitate effective contributions to and communications about continuous improvement processes and outcomes
- address sustainability requirements
- incorporate mentoring, coaching and other support to enable people to participate effectively in continuous improvement processes
- capture insights, experiences and ideas for improvements and incorporate them into the organisation's knowledge management systems and future planning.

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 systems and procedures can support effective continuous improvement
- explain how continuous improvement systems and processes relate to other business systems and requirements including, knowledge management, quality, performance management and sustainability.

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 workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMGT517 Manage operational plan

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 monitor implementation of the operational plan to provide efficient and effective workplace practices within the organisation's productivity and profitability plans.

Management at a strategic level requires systems and procedures to be developed and implemented to facilitate the organisation's operational plan.

This unit applies to individuals who manage the work of others and operate within the parameters of a broader strategic and/or business plan.

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
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop operational plan	1.1 Research, analyse and document resource requirements and develop an operational plan in consultation with relevant personnel, colleagues and specialist resource managers 1.2 Develop and/or implement consultation processes as an

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ELEMENT	PERFORMANCE CRITERIA
	integral part of the operational planning process 1.3 Ensure the operational plan includes key performance indicators to measure organisational performance 1.4 Develop and implement contingency plans for the operational plan 1.5 Ensure the development and presentation of proposals for resource requirements is supported by a variety of information sources and seek specialist advice as required 1.6 Obtain approval for the plan from relevant parties and explain the plan to relevant work teams
2. Plan and manage resource acquisition	2.1 Develop and implement strategies to ensure that employees are recruited and/or inducted within the organisation's human resources management policies, practices and procedures 2.2 Develop and implement strategies to ensure that physical resources and services are acquired in accordance with the organisation's policies, practices and procedures 2.3 Recognise and incorporate requirements for intellectual property rights and responsibilities in recruitment and acquisition of resources and services
3. Monitor and review operational performance	3.1 Develop, monitor and review performance systems and processes to assess progress in achieving profit and productivity plans and targets 3.2 Analyse and interpret budget and actual financial information to monitor and review profit and productivity performance 3.3 Identify areas of under-performance, recommend solutions and take prompt action to rectify the situation 3.4 Plan and implement systems to ensure that mentoring and coaching are provided to support individuals and teams to effectively, economically and safely use resources 3.5 Negotiate recommendations for variations to operational plans and gain approval from designated persons/groups 3.6 Develop and implement systems to ensure that procedures and records associated with documenting performance are managed in accordance with organisational requirements

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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, 1.5, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.6	• Identifies and extracts relevant information from a range of complex texts • Gathers, interprets and analyses workplace documentation to determine requirements for the operational plan
Writing	1.1-1.5, 2.1, 2.2, 3.1-3.6	• Develops and documents a range of detailed texts relating to the management of an operational plan according to organisational requirements • Ensures the vocabulary, grammatical structures and conventions are appropriate for the context and target audience
Oral Communication	1.1, 1.2, 1.5, 1.6, 3.4, 3.5	• Presents information to a range of audiences using appropriate register, vocabulary and paralinguistic features • Listens and comprehends information from a variety of spoken exchanges with clients, co-workers and other stakeholders • Confirms understanding through questioning and active listening
Numeracy	1.1, 1.3, 1.4, 3.1-3.4	• Selects and uses mathematical problem-solving strategies to organise resource requirements, performance benchmarks and financial viability of the operational plan
Navigate the world of work	2.1, 2.2, 3.4, 3.6	• Monitors adherence to organisational policies, procedures and considers own role in terms of its contribution to broader goals of the work environment • Appreciates the implications of legal responsibilities with specific reference to health and safety
Interact with others	1.1, 1.2, 1.5, 1.6, 3.5	• Identifies and uses appropriate conventions and protocols when communicating with colleagues and external stakeholders • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion
Get the work done	1.1-1.5, 2.1, 2.2, 3.1, 3.3, 3.4, 3.6	• Takes responsibility for developing and implementing systems and processes to achieve organisational objectives, seeking advice, feedback and support as

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		required to assist in the development and planning phase • Sequences and schedules complex activities, monitors implementation, and manages relevant communication • Uses systematic analytical processes to aid decision making, identify potential problems and generate contingency plans or solutions

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMGT517 Manage operational plan	BSBMGT515A Manage operational plan	Updated to meet Standards for Training Packages. Edits to clarify intent of Performance Criteria. Additional performance criterion and evidence for intellectual property.	No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMGT517 Manage operational plan

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:

- develop and implement an operational plan using a variety of information sources and consultation (including using specialist advice if required) which includes:
  - resource requirements
  - key performance indicators
  - monitoring processes
  - contingency plans
- communicate effectively with relevant stakeholders to explain the plan and supporting information, seek approvals, negotiate variations and engage work teams
- develop and implement strategies to achieve the operational plan within the organisation's policies, practices and procedures including:
  - recruiting, inducting and developing personnel
  - acquiring physical resources and services
  - protecting intellectual property
  - making variations to the plan
  - monitoring and documenting 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:

- describe models and methods for operational plans
- explain the role of an operational plan in achieving the organisation's objectives
- explain budgeting processes

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- list alternative approaches to developing key performance indicators to meet business objectives
- outline the legislative and regulatory context relevant to the operational plan of the organisation
- outline the organisation's policies, practices and procedures that directly relate to the operational plan.

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

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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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
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
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

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ELEMENT	PERFORMANCE CRITERIA
	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 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

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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	• 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	• 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	• 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	• 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	• 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	• 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	• 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

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		improvement • Applies problem solving processes to identify risks, evaluate options and determine solutions

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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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:

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- 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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMKG501 Identify and evaluate marketing opportunities

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 identify, evaluate and take advantage of marketing opportunities by analysing market data, distinguishing characteristics of possible markets and assessing viability of changes to operations.

It applies to individuals working in a supervisory or management marketing or advertising role within a marketing or advertising team or media organisation.

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

Unit Sector

Business Development – Marketing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify marketing opportunities	1.1 Analyse information on market and business needs to identify marketing opportunities 1.2 Research potential new markets and assess opportunities to enter, shape or influence each market, and the likely contribution to the business 1.3 Explore entrepreneurial, innovative approaches and creative ideas for their potential business application, and develop into potential marketing opportunities

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ELEMENT	PERFORMANCE CRITERIA
2. Investigate marketing opportunities	2.1 Identify and analyse opportunities in terms of their likely fit with organisational goals and capabilities 2.2 Evaluate each opportunity to determine its impact on current business and customer base 2.3 Use an assessment of external factors, costs, benefits, risks and opportunities to determine the financial viability of each marketing opportunity 2.4 Determine probable return on investment and potential competitors 2.5 Describe and rank marketing opportunities on their viability, and likely contribution to the business
3. Evaluate required changes to current operations	3.1 Identify and document changes needed to current operations to take advantage of viable marketing opportunities 3.2 Ensure organisational changes to service an increased or different customer base including provision for continued quality of service to existing customers 3.3 Estimate resource requirements for changed operations 3.4 Determine and communicate viability of making changes to current operations to key stakeholders 3.5 Document newly identified marketing opportunities and required changes

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, 2.1-2.4, 3.1	• Evaluates and comprehends textual information from a range of sources and draws own conclusions
Writing	1.1-1.3, 2.5, 3.1, 3.4, 3.5	• Integrates information from a number of sources to develop material that supports purposes of documentation using suitable grammatical structure and clear, logical language
Oral Communication	2.5, 3.4	• Presents opinions, ideas and organisational requirements clearly and creatively using language and presentation techniques appropriate to audience and

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		environment • Elicits views and opinions of others by listening and questioning
Numeracy	2.3, 2.4, 3.3	• Evaluates financial and marketing data using whole numbers, decimals and percentages to make accurate calculations
Navigate the world of work	2.1	• Recognises and follows explicit and implicit organisational protocols and meets expectations associated with own role
Interact with others	2.5, 3.4	• Selects appropriate form, channel and mode of communication for a specific purpose relevant to own role
Get the work done	1.1-1.3, 2.1-2.4, 3.1, 3.2, 3.3, 3.4	• Develops plans to manage relatively complex tasks with an awareness of how they may contribute to longer-term operational and strategic goals • Makes decisions by systematically analysing information, identifying and evaluating options against set criteria, and choosing most appropriate option • Evaluates outcomes of decisions to identify opportunities for improvement • Develops new and innovative ideas through exploration, analysis and critical thinking

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMKG501 Identify and evaluate marketing opportunities	BSBMKG501B Identify and evaluate marketing opportunities	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMKG501 Identify and evaluate marketing opportunities

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:

- identify and evaluate marketing opportunities to determine whether they can meet organisational objectives
- document how current business operations need to be modified, and list resources required, to take advantage of newly identified and evaluated opportunities.

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 key provisions of relevant legislation, codes of practice and national standards affecting marketing operations
- describe organisational marketing plan, structure, products and services
- explain principles of marketing and marketing mix
- describe statistical methods and techniques to evaluate marketing opportunities, including forecasting techniques.

Assessment Conditions

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

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- organisational strategic and marketing plans
- case studies and, where possible, real situations.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

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BSBPMG415 Apply project risk management techniques

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 assist with aspects of risk management in a project. It specifically involves planning for, controlling and reviewing risks associated with the project, and assisting in this process where required.

It applies to individuals who are project practitioners working in a project support role.

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

Unit Sector

Management and Leadership – Project Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Assist with risk analysis and planning	1.1 Contribute to identifying and prioritising potential risks throughout the project life cycle, using established risk-analysis methods, techniques and tools 1.2 Contribute to developing risk management strategies and risk management plans according to established guidelines 1.3 Contribute to developing and implementing risk-reporting mechanisms
2. Perform risk-control	2.1 Monitor risks according to agreed project and risk management

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ELEMENT	PERFORMANCE CRITERIA
activities	plans and advise project manager of changing circumstances 2.2 Regularly review current and proposed activities to identify potential and actual risks and opportunities 2.3 Contribute to implementing agreed risk management approaches and amending plans to reflect the changing environment 2.4 Contribute to corrective action on risks according to risk management plan and delegated authority 2.5 Contribute to review of contingency plans on an ongoing basis and, where required, ensure tasks allocated to individuals and/or team are clarified with the project manager before implementation 2.6 Apply and monitor risk-contingency measures according to risk management plan 2.7 Identify and report opportunities in the same way as risks
3. Contribute to assessing risk management outcomes	3.1 Contribute to ongoing review of project outcomes to determine effectiveness of risk management activities by accessing project risk records and other available information 3.2 Report risk management issues and responses to others for lessons learned or application to future projects

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	2.4, 2.6, 3.1	• Applies appropriate strategies to construct meaning from complex texts
Writing	1.1, 1.2, 1.3, 2.7, 3.2	• Documents results of analyses using required organisational formats • Develops project documentations using structure and vocabulary appropriate to audience, context and purpose
Oral communication	1.1, 1.2, 1.3, 2.1, 2.5, 2.7, 3.2	• Participates in a range of verbal exchanges using clear language and non-verbal features to provide relevant information • Uses active listening and questioning techniques to

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		elicit views and opinions of others
Navigate the world of work	2.4	• Understands responsibilities of own role in terms of its contribution to broader goals of work environment
Interact with others	1.1, 1.2, 1.3, 2.1, 2.5, 2.7, 3.2	• Selects appropriate communication protocols in a range of work contexts • Collaborates and cooperates with others to achieve shared goals
Get the work done	2.1-2.6, 3.1	• Sequences and schedules required tasks and activities and manages relevant communication • Reflects on outcomes to identify opportunities for future improvement • Identifies key concepts and principles that may be adaptable to future situations

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBPMG415 Apply project risk management techniques	BSBPMG415A Apply project risk-management techniques	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBPMG415 Apply project risk management techniques

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:

- assist others in identifying and prioritising potential risks and developing risk-management strategies, plans and reporting mechanisms
- apply, monitor and review risk-control measures, including contingency measures to mitigate risks
- evaluate, review and report on risk-management processes and make recommendations for future improvements.

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 tools to help determine potential risks for a specific project
- explain strategies for managing project risks and their application in different situations
- explain the importance of risk-contingency measures.

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 – project management field of work and include access to:

- project management documentation for risk management
- case studies and, where possible, real situations
- interaction with others.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBPMG416 Apply project procurement procedures

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 assist with procurement for a project. It involves identifying procurement requirements, assisting with supplier selection, conducting procurement activities, and assisting with procurement finalisation activities for the project.

It applies to individuals who are project practitioners working in a project support role. The individual may be operating in a large or small organisation, and applying skills in the context of enterprise projects.

The project practitioner may be part of a project team under the direction of a project manager, or may work as part of a smaller scale, self-directed team.

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

Unit Sector

Management and Leadership – Project Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Assist with procurement planning	1.1 Contribute to establishing procurement requirements to achieve project objectives 1.2 Act under delegated authority to contribute to development of

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ELEMENT	PERFORMANCE CRITERIA
	procurement-management plan 1.3 Contribute to developing procurement documentation
2. Contribute to supplier selection process	2.1 Gather and evaluate information on potential suppliers 2.2 Make recommendations to assist in selection of preferred suppliers 2.3 Contribute to establishing agreed terms and conditions with preferred suppliers 2.4 Identify and act in line with probity and project governance constraints 2.5 Assist in developing contractual documentation
3. Conduct procurement activities	3.1 Test and accept supplies to ensure they are fit for purpose in both quality and suitability 3.2 Undertake procurement activities and maintain information in line with reporting, confidentiality and audit requirements 3.3 Receive, reconcile and register supplies according to established procedures 3.4 Monitor and control suppliers according to contractual supply documentation
4. Assist in finalising procurement activities	4.1 Assist in finalising procurement agreements 4.2 Assist in review of project outcomes using available records to determine effectiveness of procurement activities 4.3 Contribute to identifying lessons learned and possible improvements to procurement management

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, 2.4, 3.2, 3.3, 3.4, 4.2	• Applies appropriate strategies to construct meaning from a variety of texts
Writing	1.1, 1.3, 2.2, 2.3,	• Develops informative project documents using vocabulary and structure appropriate to audience,

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	2.5, 3.2, 3.3, 4.1, 4.2	context and purpose • Completes project documentation using required formats and structure
Oral Communication	1.1, 1.3, 2.2, 2.3, 2.5	• Participates verbal exchanges using clear language and appropriate non-verbal features to provide and seek information • Uses questioning and listening skills to check and confirm understanding
Numeracy	1.3, 2.5, 3.2, 3.3	• Uses basic mathematical formula to calculate whole numbers and decimals to ensure financial accounts match purchased items
Navigate the world of work	1.2, 2.4, 3.2-3.4	• Understands responsibilities and boundaries associated with own role • Adheres to organisational policies and procedures when planning and undertaking work
Interact with others	1.1, 1.3, 2.2, 2.3, 2.5	• Uses accepted communication practices and protocols to share or provide information • Collaborates with others to achieve project outcomes
Get the work done	1.2, 2.1, 3.1, 3.2, 3.4, 4.2, 4.3	• Plans, organises and implements tasks required to achieve outcomes according to organisational requirements • Reflects on outcomes to gain insights into future improvements

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBPMG416 Apply project procurement procedures	BSBPMG416A Apply project procurement procedures	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBPMG416 Apply project procurement procedures

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:

- document procurement requirements for a workplace project, including clear descriptions of product and service, quality specifications, resource identification, supply and delivery requirements and supply and engagement metrics
- apply procurement-management procedures to a workplace project, including selection criteria, testing and accepting, monitoring and receiving supplies
- finalise procurement agreements.

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 and describe procurement-management policy, processes and procedures
- explain the procurement documentation requirements
- describe the components of contractual documentation and the legal obligations of all parties
- explain the process used to select preferred contractors
- identify and describe project procurement-management tools and techniques.

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 – project management field of work and include access to:

- examples of project procurement documentation
- examples of procurement tasks and activities

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- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBPMG522 Undertake project work

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 a straightforward project or a section of a larger project. It covers developing a project plan, administering and monitoring the project, finalising the project and reviewing the project to identify lessons learned for application to future projects.

This unit applies to individuals who play a significant role in ensuring a project meets timelines, quality standards, budgetary limits and other requirements set for the project.

The unit does not apply to specialist project managers. For specialist project managers, the other units of competency in the project management field (BSBPMG) will be applicable.

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

Unit Sector

Management and Leadership – Project Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Define project	1.1 Access project scope and other relevant documentation 1.2 Define project stakeholders 1.3 Seek clarification from delegating authority of issues related to

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ELEMENT	PERFORMANCE CRITERIA
	project and project parameters 1.4 Identify limits of own responsibility and reporting requirements 1.5 Clarify relationship of project to other projects and to the organisation's objectives 1.6 Determine and access available resources to undertake project
2. Develop project plan	2.1 Develop project plan in line with the project parameters 2.2 Identify and access appropriate project management tools 2.3 Formulate risk management plan for project, including Work Health and Safety (WHS) 2.4 Develop and approve project budget 2.5 Consult team members and take their views into account in planning the project 2.6 Finalise project plan and gain necessary approvals to commence project according to documented plan
3. Administer and monitor project	3.1 Take action to ensure project team members are clear about their responsibilities and the project requirements 3.2 Provide support for project team members, especially with regard to specific needs, to ensure that the quality of the expected outcomes of the project and documented time lines are met 3.3 Establish and maintain required recordkeeping systems throughout the project 3.4 Implement and monitor plans for managing project finances, resources and quality 3.5 Complete and forward project reports as required to stakeholders 3.6 Undertake risk management as required to ensure project outcomes are met 3.7 Achieve project deliverables
4. Finalise project	4.1 Complete financial recordkeeping associated with project and check for accuracy 4.2 Ensure transition of staff involved in project to new roles or reassignment to previous roles 4.3 Complete project documentation and obtain necessary sign-offs for concluding project
5. Review project	5.1 Review project outcomes and processes against the project scope and plan

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ELEMENT	PERFORMANCE CRITERIA
	5.2 Involve team members in the project review 5.3 Document lessons learned from the project and report within 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, 3.4, 3.5, 4.1, 4.3, 5.1	• Organises, evaluates and critiques ideas and information from a range of complex texts
Writing	2.1, 2.3, 2.6, 3.3, 3.5, 4.1, 4.3, 5.3	• Develops plans, reports and recommendations using vocabulary, structure and conventions appropriate to text • Establishes and maintains records according to organisational requirements
Numeracy	1.6, 2.4, 3.4, 4.1	• Uses formal and some informal, oral and written mathematical language and representation to prepare and communicate budgetary and financial information
Oral communication	2.5, 5.2	• Participates in verbal discussions using clear language and appropriate features to present or seek information • Using listening and questioning skills to seek information and confirm understanding
Navigate the world of work	1.3, 1.4, 2.3, 3.1, 4.3	• Recognises and responds to organisational and legislative/regulatory requirements
Interact with others	2.5, 3.1, 3.2, 4.2, 5.2	• Selects and uses appropriate communication protocols and practices to ensure shared understanding of project roles and expectations • Uses collaborative techniques to engage stakeholders in consultations and negotiations
Get the work done	1.2, 1.5, 1.6, 2.1, 2.2, 2.3, 2.6, 3.1-3.7, 4.1, 4.2, 4.3, 5.1, 5.3	• Develops and implements plans to manage projects that involve diverse stakeholders with potentially competing demands • Systematically gathers and analyses all relevant information and evaluates options to make informed decisions • Evaluates outcomes of decisions to identify

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		opportunities for improvement • Uses digital technologies and applications to access, organise and share information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBPMG522 Undertake project work	BSBPMG522A Undertake project work	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBPMG522 Undertake project work

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:

- define the parameters of the project including:
  - project scope
  - project stakeholders, including own responsibilities
  - relationship of project to organisational objectives and other projects
  - reporting requirements
  - resource requirements
- use project management tools to develop and implement a project plan including:
  - deliverables
  - work breakdown
  - budget and allocation of resources
  - timelines
  - risk management
  - recordkeeping and reporting
- consult and communicate with relevant stakeholders to generate input and engagement in planning, implementing and reviewing the project
- provide support to team members to enable them to achieve deliverables and to transition them as appropriate at completion of the project
- finalise the project including documentation, sign-offs and reporting
- review and document the project outcomes.

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:

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- give examples of project management tools and how they contribute to a project
- outline types of documents and other sources of information commonly used in defining the parameters of a project
- explain processes for identifying and managing risk in a project
- outline the organisation's mission, goals, objectives and operations and how the project relates to them
- explain the organisation's procedures and processes that are relevant to managing a project including:
  - lines of authority and approvals
  - quality assurance
  - human resources
  - budgets and finance
  - recordkeeping
  - reporting
- outline the legislative and regulatory context of the organisation in relation to project work, including work health and safety (WHS) requirements.

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 – project management 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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBRES401 Analyse and present research information

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 gather, organise, analyse and present workplace information using available systems. This includes identifying research requirements and sources of information, applying information to a set of facts, evaluating the quality of the information, and preparing and producing reports.

It applies to individuals who are required to apply their broad knowledge of the work environment to analysis and research tasks, evaluate information from a variety of sources and apply solutions to a range of unpredictable problems

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

Unit Sector

Knowledge Management – Research

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Gather and organise information	1.1 Gather and organise information in a format suitable for analysis, interpretation and dissemination in accordance with organisational requirements 1.2 Access information held by the organisation ensuring accuracy and relevance in line with established organisational requirements 1.3 Ensure that methods of collecting information are reliable and

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ELEMENT	PERFORMANCE CRITERIA
	make efficient use of resources in accordance with organisational requirements 1.4 Identify research requirements for combining online research with non-electronic sources of information 1.5 Use business technology to access, organise and monitor information in accordance with organisational requirements 1.6 Update, modify, maintain and store information, in accordance with organisational requirements
2. Research and analyse information	2.1 Clearly define objectives of research ensuring consistency with organisational requirements 2.2 Ensure that data and research strategies used are valid and relevant to the requirements of the research and make efficient use of available resources 2.3 Identify key words and phrases for use as part of any online search strategy, including the use of Boolean operators and other search tools 2.4 Use reliable methods of data analysis that are suitable to research purposes 2.5 Ensure that assumptions and conclusions used in analyses are clear, justified, supported by evidence and consistent with research and business objectives
3. Present information	3.1 Present recommendations and issues in an appropriate format, style and structure using suitable business technology 3.2 Structure and format reports in a clear manner that conforms to organisational requirements 3.3 Report and distribute research findings in accordance with organisational requirements 3.4 Obtain feedback and comments on suitability and sufficiency of findings in accordance with organisational requirements

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

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Reading	1.1, 1.2, 1.4, 2.1-2.5, 3.4	• Analyses and evaluates textual information to develop research strategies, integrate facts and ideas and meet organisational requirements
Writing	1.1, 1.5, 1.6, 2.1, 3.1, 3.2, 3.3	• Gathers, evaluates and integrates information from a range of sources • Presents findings, recommendations and issues in required format using language, structure and style appropriate to audience.
Oral Communication	3.3, 3.4	• Presents recommendations and issues using language appropriate to audience and according to organisational requirements
Numeracy	1.1, 1.2, 1.3, 2.2, 2.4, 3.3	• Extracts and evaluates meaning from data and interprets numerical information to apply within the context of requirements
Navigate the world of work	1.2, 1.3, 1.5, 1.6, 2.1, 2.5, 3.2, 3.3, 3.4	• Recognises and follows organisational policies and procedures and meets expectations associated with own role
Interact with others	3.3, 3.4	• Selects and uses appropriate communication practices when seeking or sharing information
Get the work done	1.1, 1.4, 1.5, 2.2, 2.3, 2.4, 3.1	• Plans, organises and implements tasks to meet organisational requirements • Takes responsibility for the outcomes of routine decisions related directly to own role • Uses the main features and functions of digital technologies and tools to complete work tasks • Recognises and takes responsibility for addressing predictable and some less predictable problems in familiar work contexts

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBRES401 Analyse and present research information	BSBRES401A Analyse and present research information	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBRES401 Analyse and present research information

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:

- identify or confirm research requirements and objectives
- gather, organise and present workplace information and data
- update, modify, maintain and store information
- maintain and handle data and documents systematically and securely
- prepare and produce reports including:
  - recommendations based on the analysis of information
  - clear and justified assumptions and conclusions
  - use of efficient, valid and reliable methods
- use Boolean operators and other search tools
- analyse, evaluate and interpret data to support organisational activities.

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 organisational systems for recordkeeping/filing, including security procedures
- identify organisational policies and procedures and legal and ethical obligations relating to workplace information
- explain concepts related to research and analysis including reliability and validity
- give examples of techniques for data analysis and how they are applied
- explain research processes and strategies to identify new sources (online and print) of information and to use them most efficiently and effectively.

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Assessment Conditions

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

- workplace information systems, equipment and resources
- workplace policies and procedures
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBRES411 Analyse and present research information

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 3.0.

Application

This unit describes the skills and knowledge required to gather, organise, analyse and present workplace information using available systems and sources. This includes identifying research requirements and sources of information, applying information to a set of facts, evaluating the quality and reliability of the information, and preparing and producing reports.

It applies to individuals in roles in which they are required to apply their broad knowledge of the work environment to analysis and research tasks, evaluate information from a variety of sources and apply solutions to a range of predictable and unpredictable problems.

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

Unit Sector

Knowledge Management – Research

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify reliable sources of research information	1.1 Identify potential sources for research information relevant to the organisation requirements 1.2 Assess reliability of potential sources, considering accuracy, authority, audience, relevance and likelihood of bias 1.3 Access research information and extract in a format suitable for analysis, interpretation and dissemination in accordance with

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ELEMENT	PERFORMANCE CRITERIA
	organisational requirements 1.4 Store research information, in accordance with organisational requirements
2. Analyse and synthesise research information	2.1 Clearly define objectives of research ensuring consistency with organisational requirements 2.2 Ensure that information research strategies are relevant to the requirements of the research and aligned to organisational objectives 2.3 Apply information research strategy to obtain relevant information, identifying themes and drawing conclusions in line with established objectives of research 2.4 Demonstrate that assumptions and conclusions used in analyses are clear, justified, supported by evidence and consistent with research and business objectives
3. Present research information	3.1 Identify appropriate methods of reporting, considering the intended audience and relevant organisational requirements 3.2 Report on findings in an appropriate format, style and structure within a pre-determined timeframe 3.3 Report and distribute research findings in accordance with organisational requirements 3.4 Obtain feedback and comments on suitability and sufficiency of findings in accordance with organisational requirements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	• Analyses and evaluates textual information to develop information research strategies, integrate facts and ideas and meet organisational requirements
Writing	• Gathers, evaluates and integrates information from a range of sources • Presents findings, recommendations and issues in required format using language, structure and style appropriate to audience
Oral	• Presents recommendations and issues using language appropriate to

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Communication	audience and according to organisational requirements
Navigate the world of work	• Recognises and follows organisational policies and procedures and meets expectations associated with own role
Interact with others	• Selects and uses appropriate communication practices when seeking or sharing information
Get the work done	• Plans, organises and implements tasks to meet organisational requirements • Takes responsibility for the outcomes of routine decisions related directly to own role • Uses the main features and functions of digital technologies and tools to complete work tasks • Recognises and takes responsibility for addressing foreseeable problems in familiar work contexts

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBRES411 Analyse and present research information Release 1	BSBRES401 Analyse and present research information Release 1	Updates to elements and performance criteria, performance and knowledge evidence.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBRES411 Analyse and present research information

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 3.0.

Performance Evidence

Evidence of the ability to:

- identify research requirements and objectives
- gather, organise and present research information
- communicate effectively with research stakeholders to clarify requirements
- maintain and handle information and documents systematically and securely
- preparing reports on research findings including:
  - recommendations based on the analysis of research information
  - clear and justified assumptions and conclusions
  - use of efficient and reliable research methods
- analyse, evaluate and interpret research information to support organisational activities.

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

Knowledge Evidence

The candidate must be able to demonstrate the following knowledge to effectively complete the tasks outlined in the elements and performance criteria of this unit, and to manage tasks and reasonably foreseeable contingencies in the context of the work role:

- Key features of organisational policies and procedures relating to:
  - the access of digital information
  - the storage/transmission of information
  - legal and ethical obligations relating to workplace information
- key concepts related to research and analysis including reliability and validity
- key features of research processes and strategies to identify new sources (online and print) of information and efficient and effective use.

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Assessment Conditions

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

- workplace information systems, equipment and resources
- workplace policies and procedures
- case studies and, where possible, real situations in the workplace.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBRES801 Initiate and lead applied research

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 plan, conduct and report on applied research to influence strategic practices and outcomes within an organisational context.

The unit also covers constructing an applied research strategy, using a range of applied research techniques, and analysing and presenting findings.

It applies to leaders or managers using applied research to ensure learning can enhance individual, team and organisational performance. The intended purpose and approach to applied research may vary across a range of contexts and organisations. In this unit, the focus is on applied research to attain improved organisational outcomes.

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

Unit Sector

Knowledge Management – Research

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Construct an applied research strategy	1.1 Clarify and confirm applied research purpose and needs of the target group 1.2 Determine policies and procedures in relation to conducting applied research 1.3 Establish mechanisms for collecting and maintaining data in a

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ELEMENT	PERFORMANCE CRITERIA
	systematic manner 1.4 Analyse factors affecting the reliability and validity of data 1.5 Review relevant research ethics and codes of conduct 1.6 Prepare applied research strategy and hypothesis 1.7 Frame a research strategy in consideration of available tools and resources
2. Use a range of applied research techniques	2.1 Review and evaluate a range of applied research methods, theories and data collection techniques 2.2 Select appropriate methods to gather and analyse data 2.3 Use suitable technology and technology services to support data collection and analysis 2.4 Access appropriate sources of information and contributors relevant to the research 2.5 Optimise relevance of the research through integrity of the data collected and analysis tools used
3. Analyse and present findings	3.1 Evaluate how research findings such as trends and changes will impact on learning strategy 3.2 Review data and research findings for accuracy of details and adherence to any legal requirements 3.3 Collate and analyse data for relevance against the original applied research strategy 3.4 Document and present research findings in a clear and logical manner consistent with audience needs 3.5 Identify the need for and an appropriate approach to, further research

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	3.5	• Evaluates and reflects on the need for further research to contribute to ongoing organisational improvement

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Reading	1.1, 1.2, 1.5, 2.4, 3.1, 3.2	• Collects, analyses, compares and evaluates textual information from a range of resources to inform research strategies
Writing	1.6, 3.3, 3.4	• Develops texts dealing with complex ideas and concepts • Uses specialised and detailed language to convey explicit information, requirements and recommendations in accordance with legal, ethical and organisational requirements
Oral Communication	1.1, 3.4	• Uses specialised vocabulary appropriate to context and audience to discuss and confirm research requirements • Applies listening and questioning techniques to check or confirm understanding
Numeracy	3.2, 3.3	• Applies knowledge of mathematical information to statistically analyse data and identify possible trends and confirm reliability
Navigate the world of work	1.2, 1.5, 3.2	• Is highly autonomous, taking responsibility for determining applicable organisational policies and procedures and considering legal and ethical obligations • Monitors adherence to legal and regulatory rights and responsibilities for self and possibly for others
Interact with others	3.4	• Demonstrates sophisticated control over oral, visual and/or written formats, drawing on a diverse range of communication practices to achieve goals
Get the work done	1.1, 1.2, 1.3, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 3.3	• Develops plans for complex activities, regularly reviewing priorities and performance during implementation, identifying and addressing issues as they arise • Considers the strategic and operational potential of digital trends to achieve work goals, enhance work processes, create opportunities and enhance or reduce risks • Uses formal analytical thinking to make informed decisions about research strategies and techniques, seeking input, advice and feedback as required

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**

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Code and title current version	Code and title previous version	Comments	Equivalence status
BSBRES801 Initiate and lead applied research	BSBRES801A Initiate and lead applied research	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBRES801 Initiate and lead applied research

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:

- plan, conduct and report on applied research relevant to organisational strategic practices and outcomes
- formulate a research proposal or plan which includes:
  - 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
  - full description of the data collection methods
  - analysis of the limitations to research design including the reliability and validity of data
- design an applied research project using applied research tools and techniques
- document and present research findings including analysis of data, valid and reliable findings and recommendations for further research.

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 communication processes and methods
- explain data collection and analysis methods including the use of technology and technology services
- explain legal requirements, policies, procedures and guidelines relating to research including handling and storing data, privacy and freedom of information
- describe presentation techniques

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- describe reporting methods
- explain research ethics and codes of conduct
- give examples of applied research tools and methods and how they are applied.

Assessment Conditions

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

- business technology
- relevant workplace policies and procedures
- relevant legislation and codes of conduct
- case studies and, where possible, real situations .

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBRSK401 Identify risk and apply risk management processes

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 identify risks and to apply established risk management processes to a defined area of operations that are within the responsibilities and obligations of the role.

It applies to individuals with a broad knowledge of risk analysis or project management who contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

In this unit, risks applicable within own work responsibilities and area of operation, may include projects being undertaken individually or by a team, or operations within a section of the organisation.

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

Unit Sector

Regulation, Licensing and Risk – Risk Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify risks	1.1 Identify the context for risk management 1.2 Identify risks using tools, ensuring all reasonable steps have

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ELEMENT	PERFORMANCE CRITERIA
	been taken to identify all risks 1.3 Document identified risks in accordance with relevant policies, procedures, legislation and standards
2. Analyse and evaluate risks	2.1 Analyse and document risks in consultation with relevant stakeholders 2.2 Undertake risk categorisation and determine level of risk 2.3 Document analysis processes and outcomes
3. Treat risks	3.1 Determine appropriate control measures for risks and assess for strengths and weaknesses 3.2 Identify control measures for all risks 3.3 Refer risks relevant to whole of organisation or having an impact beyond own work responsibilities and area of operation to others as per established policies and procedures 3.4 Choose and implement control measures for own area of operation and/or responsibilities 3.5 Prepare and implement treatment plans
4. Monitor and review effectiveness of risk treatment/s	4.1 Regularly review implemented treatment/s against measures of success 4.2 Use review results to improve the treatment of risks 4.3 Provide assistance to auditing risk in own area of operation 4.4 Monitor and review management of risk in own area of operation

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	1.2	• Comprehends documents and texts of varying complexity to extract and analyse relevant information
Writing	1.3, 2.1, 2.3, 3.5	• Uses specific, industry related terminology and logical organisational structure in workplace documents that identify and analyse risk and report management process outcomes

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Oral communication	2.1	• Participates effectively in interactions with stakeholders by using questioning and listening to elicit opinions and clarify understanding
Numeracy	1.2, 4.1	• Uses numerical tools to assess risk and uses numerical data to review plans
Navigate the world of work	1.1, 1.3, 3.3	• Complies with organisational and legislative requirements • Takes responsibility for identification and management of risk within own work context and refers matters to others as required
Interact with others	2.1	• Selects appropriate communication protocols and conventions when conferring with others to establish risk management requirements
Get the work done	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4	• Determines job sequence and works logically and systematically to undertake defined tasks • Uses analysis and consultative processes to inform decisions about selection and implementation of risk control measures • Evaluates effectiveness of plans and results to inform improvement decisions • Uses familiar digital technologies and systems to access information, prepare plans and communicate with others

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBRSK401 Identify risk and apply risk management processes	BSBRSK401A Identify risk and apply risk management processes	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBRSK401 Identify risk and apply risk management processes

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 apply organisational policies, procedures and processes to:

- identify risks
- consult with relevant stakeholders to analyse and evaluate risks
- identify and evaluate control measures
- develop and implement treatment plans for own area or responsibility
- refer risks that are beyond own area of responsibility to others
- maintain risk management documentation.

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 techniques for identifying and evaluating risks
- outline organisational policies, procedures or processes for risk management
- give examples of areas where risks are commonly identified in an organisation
- outline the purpose and key elements of current risk management standards
- outline the legislative and regulatory context of the organisation in relation to risk management
- describe the organisation's auditing requirements relating to risk management.

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 - risk management field of work and include access to:

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- 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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBRSK501 Manage risk

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 manage risks in a range of contexts across an organisation or for a specific business unit or area in any industry setting.

It applies to individuals who are working in positions of authority and are approved to implement change across the organisation, business unit, program or project area. They may or may not have responsibility for directly supervising others.

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

Unit Sector

Regulation, Licensing and Risk – Risk Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish risk context	1.1 Review organisational processes, procedures and requirements for undertaking risk management in accordance with current risk management standards 1.2 Determine scope for risk management process 1.3 Identify internal and external stakeholders and their issues 1.4 Review political, economic, social, legal, technological and policy context

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ELEMENT	PERFORMANCE CRITERIA
	1.5 Review strengths and weaknesses of existing arrangements 1.6 Document critical success factors, goals or objectives for area included in scope 1.7 Obtain support for risk management activities 1.8 Communicate with relevant parties about the risk management process and invite participation
2. Identify risks	2.1 Invite relevant parties to assist in the identification of risks 2.2 Research risks that may apply to scope 2.3 Use tools and techniques to generate a list of risks that apply to the scope, in consultation with relevant parties
3. Analyse risks	3.1 Assess likelihood of risks occurring 3.2 Assess impact or consequence if risks occur 3.3 Evaluate and prioritise risks for treatment
4. Select and implement treatments	4.1 Determine and select most appropriate options for treating risks 4.2 Develop an action plan for implementing risk treatment 4.3 Communicate risk management processes to relevant parties 4.4 Ensure all documentation is in order and appropriately stored 4.5 Implement and monitor action plan 4.6 Evaluate risk management process

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, 1.4, 1.5, 2.2	• Comprehends a variety of relatively complex texts • Gathers, interprets and analyses textual information from a range of sources to identify relevant information
Writing	1.6, 1.8, 2.1, 2.3, 4.3	• Develops textual material and organises content in a manner that effectively documents

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		risk management analysis and assessment priorities and processes
Oral Communication	1.8, 2.1, 2.3, 4.3	• Participates in interactions with stakeholders using questioning and listening to elicit opinions, and to confirm and clarify understanding
Numeracy	2.2	• Uses numerical tools to assess risk and uses numerical data to review plans
Navigate the world of work	1.1, 2.1, 4.3	• Refers to organisational processes, procedures and requirements when making decisions about risk management
Interact with others	1.8, 2.1, 2.3, 4.3	• Establishes and uses appropriate conventions and protocols when communicating with stakeholders about risk management • Consults and negotiates with stakeholders about risk management processes and outcomes
Get the work done	1.2, 1.3, 1.5, 1.7, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.4, 4.5, 4.6	• Sequences and schedules a range of routine and complex activities, monitors implementation, evaluates processes and manages relevant communication • Systematically analyses information to decide on appropriate risk management treatments • Uses digital technologies and systems to access information, document plans and communicate with others

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBRSK501 Manage risk	BSBRSK501B Manage risk	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBRSK501 Manage risk

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 information from a range of sources to identify the scope and context of the risk management process including:
  - stakeholder analysis
  - political, economic, social, legal, technological and policy context
  - current arrangements
  - objectives and critical success factors for the area included in scope
  - risks that may apply to scope
- consult and communicate with relevant stakeholders to identify and assess risks, determine appropriate risk treatment actions and priorities and explain the risk management processes
- develop and implement an action plan to treat risks
- monitor and evaluate the action plan and risk management process
- maintain documentation.

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 purpose and key elements of current risk management standards
- outline the legislative and regulatory context of the organisation in relation to risk management
- outline organisational policies, procedures and processes for risk management.

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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 - risk management 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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSMB404 Undertake small business planning

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify intent of unit
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 research and develop an integrated business plan for achieving business goals and objectives.

It applies to individuals who operate a small business that operates independently, or as part of a larger organisation. Individuals in this role interpret business information and numerical data competently.

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

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify elements of the business plan	1.1 Identify purpose of the business plan 1.2 Identify and review essential components of the business plan 1.3 Identify and document business goals and objectives as a basis for measuring business performance

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ELEMENT	PERFORMANCE CRITERIA
2. Develop a business plan	2.1 Research resources, legal and compliance requirements, specifically in relation to work health and safety (WHS), in accordance with business goals and objectives 2.2 Research market needs, and market size and potential 2.3 Identify sources and costs of finance, from financial plan, to provide required liquidity and profitability for the business 2.4 Identify methods, from marketing strategies, to promote market exposure of the business 2.5 Identify methods or means of production or operation from production or operations plan to conform with business goals and objectives 2.6 Identify staffing requirements to effectively produce or deliver products and services 2.7 Identify, assess and prioritise internal and external risks 2.8 Identify specialist services and sources of advice, where required, and cost in accordance with available resources
3. Develop strategies for minimising risks	3.1 Identify specific interests and objectives of relevant people and seek and confirm their support of planned business direction 3.2 Identify and develop risk management strategies according to business goals and objectives, and relevant legal requirements 3.3 Develop a contingency plan to address possible areas of non-conformance with the plan

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, 2.1-2.7, 3.1, 3.2	• Identifies, analyses and evaluates complex workplace documentation during planning process
Writing	1.3, 2.3-2.7, 3.1-3.3	• Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral	1.1, 3.1	• Articulates ideas and requirements clearly and

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Communication		creatively based on techniques appropriate to assess business performance
Numeracy	2.2, 2.3, 2.5-2.7	• Interprets numerical information to determine prospective markets, resource allocations and business profits/losses
Navigate the world of work	2.1, 3.2	• Appreciates implications of legal and regulatory responsibilities related to own work
Interact with others	3.1	• Looks for strengths in others, finding ways of working with and building on these and sharing own knowledge and experience freely
Get the work done	1.1, 1.2, 2.1-2.7, 3.2, 3.3	• Uses a combination of formal, logical planning processes and an increasingly intuitive understanding of context to identify relevant information and to evaluate alternative strategies • Implements actions as per plan, making slight adjustments if necessary, and addressing some unexpected issues • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account • Identifies concepts, principles and features of approaches in use in other contexts, and redesigns these to suit own situation • Uses formal and informal processes to monitor implementation of solutions and reflect on outcomes

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBSMB404 Undertake small business planning Release 2	BSBSMB404 Undertake small business planning Release 1	Updated to clarify intent	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSMB404 Undertake small business planning

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify intent of unit
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop a business plan which provides for finance, marketing and provision of products or services to facilitate all business goals and objectives
- identify and plan all work health and safety (WHS) and duty of care responsibilities
- identify and assess internal and external risks to the business
- develop risk management strategies including a contingency plan for non-conformance.

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:

- discuss all government legislative requirements relating to business operation, especially in regard to WHS and environmental issues, equal employment opportunity, industrial relations and anti-discrimination
- explain methods of evaluation
- summarise WHS responsibilities and procedures for identifying hazards relevant to the business
- outline planning processes
- describe preparation of a business plan
- identify principles of risk management relevant to small business planning
- outline common risks particular to the small business type or industry
- explain reasons for, and benefits of, business planning

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- clarify relevant industry codes of practice
- outline setting goals and objectives
- explain types of business planning – feasibility studies; strategic, operational, financial and marketing planning.

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 – Small and Micro Business field of work and include access to:

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

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSMB421 Manage small business finances

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 3.0.

Application

This unit describes the skills and knowledge required to implement and review financial management strategies on a regular basis, including by using new and emerging digital technologies.

It applies to individuals who operate a small business that stands alone, or that is part of a department within a larger organisation. Individuals in this role interpret financial reports and other numerical data to develop financial management strategies.

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

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Implement financial strategy	1.1 Identify financial information requirements and obtain specialist services, as required, to profitably operate the business 1.2 Produce financial budgets or projections, including cash flow estimates, as required for each forward period, and distribute to relevant people in accordance with legal requirements 1.3 Negotiate, secure and manage business capital to best enable implementation of the business plan

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Develop and maintain strategies to enable adequate financial provision for taxation in accordance with legal requirements 1.5 Develop, monitor and maintain client credit policies, including contingencies for debtors in default, to maximise cash flow 1.6 Select key performance indicators to enable ongoing monitoring of financial performance in line with the business plan 1.7 Record and communicate financial procedures to relevant personnel to facilitate implementation of the business plan
2. Monitor financial performance	2.1 Use available digital technologies to regularly monitor and report on financial performance targets, and analyse data to establish extent to which the financial goals have been met 2.2 Monitor marketing and operational strategies for their effects on the financial goals 2.3 Calculate and evaluate financial ratios according to own or industry benchmarks 2.4 Assess financial plan to determine whether variations or alternative plans are needed, and change as required 2.5 Undertake research regularly to identify opportunities to implement new and emerging technologies to boost business profitability in accordance with the business plan

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Reading	• Evaluates complex text to determine legislative, regulatory and workplace documentation
Writing	• Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral Communication	• Articulates clearly using specific and relevant language suitable to audience to convey requirements, and employs listening and questioning techniques to confirm understanding • Participates in verbal negotiations using tone and language suitable to audience
Numeracy	• Interprets numerical information to calculate all relevant financial information

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Navigate the world of work	• Appreciates implications of legal and regulatory responsibilities related to own work
Interact with others	• Selects appropriate form, channel and mode of communication for a specific purpose relevant to own role
Get the work done	• Develops plans to manage relatively complex, non-routine tasks with an awareness of how they may contribute to longer-term operational and strategic goals • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account • Uses formal and informal processes to monitor implementation of ideas and reflect on outcomes

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBSMB421 Manage small business finances	BSBSMB406 Manage small business finances	Updated elements, performance criteria and assessment requirements	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSMB421 Manage small business finances

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 3.0.

Performance Evidence

Evidence of the ability to:

- manage the business according to financial goals, including:
  - adhering to legal requirements
  - produce relevant financial projections, including cash flow estimates
  - secure and manage business capital
  - defining strategies for debt collection and contingencies for debtors
  - managing cash flow
  - defining key performance indicators
  - communicating with relevant people
  - seeking specialist services where required
- monitor the business against financial plan and make changes as required
- identify opportunities to implement new and emerging digital technologies to support the financial management of the business.

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

Knowledge Evidence

The candidate must be able to demonstrate the following knowledge to effectively complete the tasks outlined in the elements and performance criteria of this unit, and to manage tasks and reasonably foreseeable contingencies in the context of the work role.

- Key features of benchmarking
- Key features of financial decision-making relevant to the business
- Key features of significant financial indicators
- Key purposes of financial reports
- Key features of balance sheet preparation and interpretation

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- Key features of debt collection procedures or strategies
- Key features of profit and loss statement preparation and interpretation
- Key features of stock records and stock control relevant to the business.

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 – Small and Micro Business field of work and include access to:

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

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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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
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
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

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ELEMENT	PERFORMANCE CRITERIA
	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 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

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Reading	1.1, 1.2, 4.2, 4.3	• 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	• 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	• 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	• 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	• 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	• 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	• 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	BSBSUS501A Develop workplace policy and procedures	Updated to meet Standards for Training Packages	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
procedures for sustainability	for sustainability	Minor edits to clarify performance criteria	

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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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

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- 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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWHS503 Contribute to the systematic management of WHS risk

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 contribute to the systematic management of work health and safety (WHS) risk.

It applies to individuals who provide specialised knowledge, systematic approaches and guidance to a range of personnel.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the National Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

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

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Access information and data to contribute to the	1.1 Identify sources of information and data 1.2 Obtain information and data to determine the purposes,

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ELEMENT	PERFORMANCE CRITERIA
systematic management of WHS risk	objectives, principles and framework of a systematic approach to managing WHS risk
2 Contribute to effective consultation and participation during all stages of risk management	2.1 Identify individuals and parties who need to participate and be consulted 2.2 Apply knowledge of effective consultation and participation to contribute to ensuring effective consultation and participation processes occur
3 Contribute to establishing the context for risk management	3.1 Apply knowledge of WHS legislation to identify duty holders and legislative requirements for WHS risk management 3.2 Identify individuals and parties impacting on risk management 3.3 Apply knowledge of organisation to identify factors that will impact on risk control 3.4 Contribute to establishing the context of the risk management process 3.5 Contribute to defining risk criteria
4 Contribute to risk assessment	4.1 Apply knowledge of workplace hazards and risks to contribute to risk identification 4.2 Apply knowledge of WHS legislation, risk assessment and workplace WHS information and data to contribute to risk analysis and evaluation
5 Contribute to risk treatment	5.1 Apply knowledge of WHS hazard and risk control, and WHS legislation to contribute to the selection of risk treatment options 5.2 Apply knowledge of the organisation's WHS management system (WHSMS) and WHS information system (WHSIS) to prepare and implement risk treatment/s
6 Contribute to monitoring, reviewing and recording risk management process	6.1 Apply knowledge of the organisation's WHSMS to contribute to monitoring and reviewing risk management processes 6.2 Apply knowledge of the organisation's WHSIS to contribute to recording risk management process

Foundation Skills

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

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Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 3.1,	• Organises, evaluates and integrates information from a range of sources to determine requirements
Writing	2.2, 3.4, 3.5, 4.2, 5.2, 6.2	• Records results of investigations using clear and comprehensible language and layout • Creates a range of formal texts using industry language appropriate to audience and environment
Oral Communication	2.2, 3.4, 3.5, 4.2	• Uses listening and questioning techniques to clarify understanding and elicit the views of others • Presents information varying level of technical vocabulary to suit audience
Numeracy	1.1, 4.1, 4.2, 6.1, 6.2	• Collates, interprets and compares numerical and statistical information relevant to requirements
Navigate the world of work	3.1, 4.2, 5.1, 5.2, 6.1, 6.2	• Considers legal and regulatory responsibilities when implementing, monitoring or reviewing risk management processes
Interact with others	2.2, 3.4, 3.5, 4.2	• Identifies and uses appropriate conventions and protocols when communicating with others • Plays a lead role in situations requiring effective collaboration skills demonstrating the ability to guide discussions and negotiate outcomes
Get the work done	1.1, 1.2, 2.1, 3.1-3.3, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2	• Develops plans or processes to manage relatively complex risk management tasks, with an awareness of how they contribute to operational and strategic goals • Considers whether, and how, others should be involved, using consultative or collaborative processes as an integral part of the decision-making process • Applies problem solving processes to determine solutions to risk management issues • Uses analytical and lateral thinking to review practices and suggest improvements • Uses a range of digitally based technology and applications to access, organise and share relevant information in effective ways

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status

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Code and title current version	Code and title previous version	Comments	Equivalence status
BSBWHS503 Contribute to the systematic management of WHS risk	BSBWHS503A Contribute to the systematic management of WHS risk	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWHS503 Contribute to the systematic management of WHS risk

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:

- identify, interpret and apply information from a range of sources to contribute to the development, implementation, monitoring and evaluation of a systematic approach to work health and safety (WHS) risk management
- apply WHS Acts, regulations codes of practice and standards, including the Safe Work Australia model Code of Practice: How to Manage Work Health and Safety Risks
- identify duty holders
- explain the differences between a hazard and a risk and identify hazards and risks in the organisation
- prepare an action plan to implement a systematic approach to WHS risk management
- prepare positive performance indicators for evaluation of a systematic approach to WHS risk management
- consult effectively with relevant stakeholders.

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 formal and informal communication and consultation processes, and key personnel related to communication, including duty holders
- explain how the characteristics and composition of the workforce impact on WHS risk and the management of WHS with reference to:
  - communication skills
  - cultural background/diversity
  - gender
  - labour market changes

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    - language, literacy and numeracy
    - structure and organisation of the workforce, for example part time, casual and contract workers, shift rosters, geographical location
    - workers with specific needs and limitations
    - workplace culture towards alcohol and other drug use
- describe internal and external sources of WHS information and data, and explain how to access these sources
- outline the limitations of generic hazard identification and risk assessment checklists, and risk ranking processes
- describe the nature of workplace processes including work flow, planning and control and hazards relevant to the workplace
- describe organisational behaviour and culture as it impacts on WHS, change and the work team
- describe the key features of organisational WHS policies, procedures, processes and systems
- identify other functional areas in the organisation that impact on the management of WHS
- outline the key features of relevant commonwealth and state/territory WHS Acts, regulations, codes of practice, standards and guidance material
- describe the key principles and/or practices of:
    - a systematic approach to managing WHS
    - duty of care including concepts of causation, foreseeability and prevention
    - incident causation and injury processes
- describe risk analysis and assessment techniques and tools, and their application and limitations
- explain risk, as the effect of uncertainty, on objectives
- explain the duty of persons conducting businesses or undertakings (PCBUs) in regard to risk management under WHS legislation
- describe the sources of occupational disease and their prevention
- describe standard industry controls for hazards
- describe techniques, tools and processes for identifying and controlling health and safety hazards and risks including :
    - hazard and risk checklists
    - hazard hunts
    - job safety analysis
    - manifests and registers including dangerous goods, hazardous chemicals and plant
    - safe work method statements
    - surveys using questionnaires, interviews and other survey techniques
    - workplace inspections and walk throughs
- describe the key features of the toxicology of hazardous chemicals and potential health effects in the workplace.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- relevant WHS legislation, standards, codes of practice and guidelines
- workplace policies and procedures and documentation
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWOR204 Use business technology

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 computer software and organise electronic information and data.

It applies to individuals who apply a limited range of practical skills with a fundamental knowledge of equipment use and the organisation of data in a defined context, under direct supervision or with limited individual responsibility.

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

Unit Sector

Industry Capability – Workplace Effectiveness

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Select and use technology	1.1 Select appropriate technology and software applications to achieve requirements of the task 1.2 Adjust workspace, furniture and equipment to suit user's ergonomic requirements 1.3 Use technology according to organisational requirements and in a way that promotes a safe work environment
2. Process and organise	2.1 Identify, open, generate or amend files and records according

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ELEMENT	PERFORMANCE CRITERIA
data	to task and organisational requirements 2.2 Operate input devices according to organisational requirements 2.3 Store data appropriately and exit applications without damage to or loss of, data 2.4 Use manuals, training booklets and/or online help or helpdesks to overcome basic difficulties with applications
3. Maintain technology	3.1 Identify and replace used technology consumables in accordance with manufacturer's instructions and organisational requirements 3.2 Carry out and/or arrange routine maintenance to ensure equipment is maintained in accordance with manufacturer's instructions and organisational requirements 3.3 Identify equipment faults accurately and take action in accordance with manufacturer's instructions or report fault to designated person

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, 2.1, 2.2, 2.4, 3.1-3.3	• Recognises and interprets information from familiar sources to determine job role and task requirements
Writing	2.1, 2.3, 3.2, 3.3	• Produces and amends files to meet task and organisational requirements • Completes required documentation using organisational formats
Oral Communication	3.3	• Uses specific and relevant language to refer faults to others
Navigate the world of work	1.2, 1.3, 2.1, 2.2, 3.1-3.3	• Recognises and follows legislative requirements and organisational policies and procedures associated with own role
Get the work done	1.1, 1.3, 2.1-2.4, 3.1-3.3	• Uses business technologies and systems safely, when gathering, storing, accessing and sharing information • Understands purposes, specific functions and key

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		features of common digital systems and business tools • Operates digital systems and business tools effectively to complete routine tasks using some basic troubleshooting strategies as required

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWOR204 Use business technology	BSBWOR204A Use business technology	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWOR204 Use business technology

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:

- select and use technology safely and according to organisational requirements
- access, retrieve and store required data
- demonstrate basic maintenance on a range of equipment using manuals or help-files
- identify and address faults according to 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 organisation's work health and safety requirements
- outline the organisation's requirements for file naming and storage
- explain why regular back-ups of data are done
- list 'routine maintenance' tasks
- summarise the procedure for addressing equipment faults.

Assessment Conditions

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

- office equipment and resources
- electronic files and data
- workplace documentation and equipment manuals
- case studies and, where possible, real situations

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- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWOR301 Organise personal work priorities and development

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 organise own work schedules, to monitor and obtain feedback on work performance and to maintain required levels of competence.

This unit applies to individuals who exercise discretion and judgement and apply a broad range of competencies in various work contexts.

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

Unit Sector

Industry Capability – Workplace Effectiveness

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Organise and complete own work schedule	1.1 Ensure that work goals, objectives or Key Performance Indicators (KPIs) are understood, negotiated and agreed in accordance with organisational requirements 1.2 Assess and prioritise workload to ensure tasks are completed within identified timeframes 1.3 Identify factors affecting the achievement of work objectives and incorporate contingencies into work plans 1.4 Use business technology efficiently and effectively to manage

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ELEMENT	PERFORMANCE CRITERIA
	and monitor scheduling and completion of tasks
2. Monitor own work performance	2.1 Accurately monitor and adjust personal work performance through self assessment to ensure achievement of tasks and compliance with legislation and work processes or KPIs 2.2 Ensure that feedback on performance is actively sought and evaluated from colleagues and clients in the context of individual and group requirements 2.3 Routinely identify and report on variations in the quality of and products and services according to organisational requirements 2.4 Identify signs of stress and effects on personal wellbeing 2.5 Identify sources of stress and access appropriate supports and resolution strategies
3. Co-ordinate personal skill development and learning	3.1 Identify personal learning and professional development needs and skill gaps using self assessment and advice from colleagues and clients in relation to role and organisational requirements 3.2 Identify, prioritise and plan opportunities for undertaking personal skill development activities in liaison with work groups and relevant personnel 3.3 Access, complete and record professional development opportunities to facilitate continuous learning and career development 3.4 Incorporate formal and informal feedback into review of further learning needs

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	3.1-3.4	• Employs a range of approaches and investigative techniques to source the knowledge necessary to arrange personal learning experiences
Reading	1.1, 1.2, 2.1	• Interprets textual information to determine organisation's procedures, own work performance and objectives

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Writing	1.3, 1.4, 2.3, 3.1, 3.2, 3.3	• Prepares written reports and workplace documents that communicate information clearly and effectively
Oral Communication	2.2, 2.3, 3.1, 3.2	• Clearly gives and receives feedback using specific and relevant language • Uses listening and questioning techniques to confirm understanding
Numeracy	1.1, 1.3	• Understands responsibilities and scope of role and complies with organisational policies, procedures and protocols
Interact with others	1.1, 2.2, 2.3, 3.1, 3.2	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Fosters and nurtures a culture of constructive and respectful feedback • Proactively collaborates with others to achieve specific goals
Get the work done	1.2, 1.3, 1.4, 2.4, 2.5, 3.2	• Plans and organises work commitments to ensure deadlines and objectives are met • Uses formal analytical thinking techniques to recognise and respond to routine problems • Uses digital systems and tools to enter, store and monitor information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWOR301 Organise personal work priorities and development	BSBWOR301B Organise personal work priorities and development	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWOR301 Organise personal work priorities and development

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:

- prepare a work plan according to organisational requirements and work objectives
- use business technology to schedule, prioritise and monitor completion of tasks in a work plan
- assess and prioritise own work load and deal with contingencies
- monitor and assess personal performance against job role requirements by seeking feedback from colleagues and clients
- identify personal development needs and access, complete and record skill development and learning.

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 key provisions of legislation that relate to own work role
- describe goals, objectives or key performance indicators of own work role
- explain ways to elicit, analyse and interpret feedback when communicating with other people in the workplace
- explain the principles and techniques of goal setting, measuring performance, time management and personal assessment of learning and development needs
- explain signs and sources of stress and strategies to deal with stress in the workplace
- identify methods to identify and prioritise personal learning needs.

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Assessment Conditions

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

- office equipment and resources
- work schedules and performance improvement plans
- workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWOR501 Manage personal work priorities and professional development

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 systems and process to organise information and prioritise tasks.

It applies to individuals working in managerial positions who have excellent organisational skills. The work ethic of individuals in this role has a significant impact on the work culture and patterns of behaviour of others as managers at this level are role models in their work environment.

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

Unit Sector

Industry Capability – Workplace Effectiveness

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish personal work goals	1.1 Serve as a positive role model in the workplace through personal work planning 1.2 Ensure personal work goals, plans and activities reflect the organisation's plans, and own responsibilities and accountabilities 1.3 Measure and maintain personal performance in varying work conditions, work contexts and when contingencies occur

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ELEMENT	PERFORMANCE CRITERIA
2. Set and meet own work priorities	2.1 Take initiative to prioritise and facilitate competing demands to achieve personal, team and organisational goals and objectives 2.2 Use technology efficiently and effectively to manage work priorities and commitments 2.3 Maintain appropriate work-life balance, and ensure stress is effectively managed and health is attended to
3. Develop and maintain professional competence	3.1 Assess personal knowledge and skills against competency standards to determine development needs, priorities and plans 3.2 Seek feedback from employees, clients and colleagues and use this feedback to identify and develop ways to improve competence 3.3 Identify, evaluate, select and use development opportunities suitable to personal learning style/s to develop competence 3.4 Participate in networks to enhance personal knowledge, skills and work relationships 3.5 Identify and develop new skills to achieve and maintain a competitive edge

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	3.1, 3.2, 3.3, 3.4, 3.5	• Investigates and uses a range of strategies to develop personal competence
Reading	1.2, 3.1, 3.2	• Analyses and interprets textual information from organisational policies and practices or feedback to inform personal development planning
Writing	3.2	• Uses feedback to prepare reports that summarise ways to improve competence
Oral Communication	3.2	• Uses active listening and questioning to seek and receive feedback
Navigate the world of work	1.2, 2.1	• Understands how own role contributes to broader organisational goals • Considers organisational protocols when planning own career development

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Interact with others	1.1, 3.2, 3.4	• Selects and uses appropriate conventions and protocols when communicating with diverse stakeholders • Uses interpersonal skills to establish and build positive working relationships with others
Get the work done	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1	• Plans and prioritises tasks in order to meet deadlines, manage role responsibilities and to manage own personal welfare • Identifies and uses appropriate technology to improve work efficiency

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWOR501 Manage personal work priorities and professional development	BSBWOR501B Manage personal work priorities and professional development	Updated to meet Standards for Training Packages Minor edits to clarify Performance Criteria	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWOR501 Manage personal work priorities and professional development

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:

- use business technology to create and use systems and processes to organise and prioritise tasks and commitments
- measure and maintain personal work performance including assessing competency against competency standards and seeking feedback
- maintain an appropriate work-life balance to manage personal health and stress
- participate in networks
- develop a personal development plan which includes career objectives and an action plan
- develop new skills.

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 principles and techniques involved in the management and organisation of:
  - performance measurement
  - personal behaviour, self-awareness and personality traits identification
  - a personal development plan
  - personal goal setting
  - time
- discuss management development opportunities and options for self
- describe methods for achieving a healthy work-life balance
- outline organisation’s policies, plans and procedures
- explain types of learning style/s and how they relate to the individual
- describe types of work methods and practices that can improve personal performance.

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Assessment Conditions

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

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

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWOR502 Lead and manage team effectiveness

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 lead teams in the workplace and to actively engage with the management of the organisation.

It applies to individuals working at a managerial level who facilitate work teams and build a positive culture within their work teams. At this level, work will normally be carried out using complex and diverse methods and procedures requiring the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

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

Unit Sector

Industry Capability – Workplace Effectiveness

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish team performance plan	1.1 Consult team members to establish a common understanding of team purpose, roles, responsibilities and accountabilities in accordance with organisational goals, plans and objectives 1.2 Develop performance plans to establish expected outcomes, outputs, key performance indicators (KPIs) and goals for work team 1.3 Support team members in meeting expected performance

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ELEMENT	PERFORMANCE CRITERIA
	outcomes
2. Develop and facilitate team cohesion	2.1 Develop strategies to ensure team members have input into planning, decision making and operational aspects of work team 2.2 Develop policies and procedures to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities 2.3 Provide feedback to team members to encourage, value and reward individual and team efforts and contributions 2.4 Develop processes to ensure that issues, concerns and problems identified by team members are recognised and addressed
3. Facilitate teamwork	3.1 Encourage team members and individuals to participate in and to take responsibility for team activities, including communication processes 3.2 Support the team in identifying and resolving work performance problems 3.3 Ensure own contribution to work team serves as a role model for others and enhances the organisation's image for all stakeholders
4. Liaise with stakeholders	4.1 Establish and maintain open communication processes with all stakeholders 4.2 Communicate information from line manager/management to the team 4.3 Communicate unresolved issues, concerns and problems raised by team members and follow-up with line manager/management and other relevant stakeholders 4.4 Evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders

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

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Reading	1.1, 4.4	• Analyses and interprets textual information from the organisation's policies, goals and objectives to establish team goals or to determine corrective action
Writing	1.2, 2.1, 2.2, 2.4, 4.2, 4.3, 4.4	• Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral Communication	1.1, 2.3, 3.1, 4.1, 4.2, 4.3	• Engages in discussions or provides information using appropriate vocabulary and non-verbal features • Uses listening and questioning techniques to confirm understanding and to engage the audience
Navigate the world of work	1.1, 2.1, 2.2, 3.3	• Understands how own role contributes to broader organisational goals • Modifies or develops policies and procedures to achieve organisational goals
Interact with others	1.1, 1.3, 2.2, 2.3, 3.1, 3.2, 4.2, 4.3	• Selects and uses appropriate conventions and protocols when communicating with diverse stakeholders • Uses interpersonal skills to gain trust and confidence of team and provides feedback to others in forms that they can understand and use • Adapts personal communication style to build positive working relationships and to show respect for the opinions, values and particular needs of others • Plays a lead role in situations requiring effective collaboration, demonstrating high level conflict resolution skills and ability to engage and motivate others
Get the work done	1.2, 2.1, 2.2, 2.4, 3.2, 4.1, 4.3, 4.4	• Develops, implements and monitors plans and processes to ensure team effectiveness • Monitors and actively supports processes and development activities to ensure the team is focused on work outcomes • Plans for unexpected outcomes and implements creative responses to overcome challenges

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWOR502 Lead and manage team effectiveness	BSBWOR502B Ensure team effectiveness	Updated to meet Standards for Training Packages	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
		Title change	

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWOR502 Lead and manage team effectiveness

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:

- use leadership techniques and strategies to facilitate team cohesion and work outcomes including:
  - encouraging and fostering shared understanding of purpose, roles and responsibilities
  - identifying and resolving problems
  - providing feedback to encourage, value and reward others
  - modelling desired behaviour and practices
- develop policies and procedures to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities
- establish processes to address issues and resolve performance issues
- support team to meet expected performance outcomes including providing formal and informal learning opportunities as needed
- develop performance plans with key performance indicators (KPIs), outputs and goals for individuals or the team which incorporate input from stakeholders
- communicate effectively with a range of stakeholders about team performance plans and team performance
- facilitate two-way flow of information between team and management relevant to team performance
- evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders.

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 group dynamics can support or hinder team performance

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- outline strategies that can support team cohesion, participation and performance
- explain strategies for gaining consensus
- explain issue resolution strategies.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability - workplace effectiveness field of work 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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWRK506A Coordinate research and analysis

Modification History

Not applicable.

Unit Descriptor

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

Application of the Unit

Application of the unit	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.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and implement a project plan to undertake research activities	1.1. Define and agree ***research project*** 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 ***strategies*** 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

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ELEMENT	PERFORMANCE CRITERIA
	respond to internal and external factors
3. Analyse information and apply the results of analysis	3.1. Ensure ***specialist data and information*** 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 ***information systems*** 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
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

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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	Evidence of the following is essential: • 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	Assessment must ensure: • access to a range of research documentation • access to systems for gathering and storing data and information.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

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EVIDENCE GUIDE	
	• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of agreedresearch 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	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • 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.	
Research projects could involve:	• 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
Strategies could include:	• commissioned research • computer- or web-based research

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RANGE STATEMENT	
	• 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
Specialist data and information could include:	• 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
Information systems may involve:	• databases and the use of spreadsheets, graphs, trend and time series, and mathematical equations

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Workplace Relations

Co-requisite units

Co-requisite units		

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Co-requisite units		

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BSBWRT401 Write complex documents

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 plan documents, draft text, prepare final text and produce documents of some complexity.

It applies to individuals who work in a range of business environments and are skilled in the creation of reports, information and general promotion documents that are more complex than basic correspondence, memos or forms and that require review and analysis of a range of information sources.

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

Unit Sector

Communication – Writing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Plan documents	1.1 Determine the purposes of documents 1.2 Choose appropriate formats for documents 1.3 Establish means of communication 1.4 Determine requirements of documents 1.5 Determine categories and logical sequences of data, information and knowledge to achieve document objectives

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ELEMENT	PERFORMANCE CRITERIA
	1.6 Develop overview of structure and content of documents
2 Draft text	2.1 Review and organise available data, information and knowledge according to proposed structure and content 2.2 Ensure data, information and knowledge is aggregated, interpreted and summarised to prepare text that satisfies document purposes and objectives 2.3 Include graphics as appropriate 2.4 Identify gaps in required data and information, and collect additional material from relevant enterprise personnel 2.5 Draft text according to document requirements and genre 2.6 Use language appropriate to the audience
3 Prepare final text	3.1 Review draft text to ensure document objectives are achieved and requirements are met 3.2 Check grammar, spelling and style for accuracy and punctuation 3.3 Ensure draft text is approved by relevant enterprise personnel 3.4 Incorporate revisions in final copy
4 Produce document	4.1 Choose basic design elements for documents appropriate to audience and purpose 4.2 Use word processing software to apply basic design elements to text 4.3 Check documents to ensure all requirements are met

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, 2.4, 3.1, 3.2, 4.3	• Interprets information to identify requirements and prepares material suitable to target audience and environment • Proofreads texts for accuracy
Writing	1.6, 2.2, 2.3, 2.5,	• Creates documents for a specific audience using cohesive and well-structured language to convey

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	2.6, 3.2, 3.4, 4.1	detailed and accurate information • Ensures vocabulary, layout and grammatical arrangement achieves meaning and intent of document
Oral Communication	1.1, 1.4, 2.4, 3.3	• Obtains information or clarifies requirements by asking questions and listening
Navigate the world of work	1.4, 4.3	• Adheres to organisational policies and procedures related to document production
Interact with others	1.1, 1.4, 1.5, 2.4, 3.3	• Follows accepted communication practices and protocols when seeking advice about documents from colleagues, supervisors and managers
Get the work done	1.1-1.6, 2.1-2.5, 3.3, 4.1-4.2	• Plans, organises and implements tasks required to produce documents • Makes decisions based on standard procedures, using more formal decision making processes where required • Uses the main features and functions of digital tools to complete work tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWRT401 Write complex documents	BSBWRT401A Write complex documents	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWRT401 Write complex documents

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:

- plan, draft and finalise complex documents that require review and analysis of a range of information sources
- use business technology to apply formatting, and incorporate graphics
- edit the draft text to ensure accuracy and clarity of information, obtain feedback on the draft and revise the draft
- apply the enterprise style guide/house style.

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 enterprise style guide/house style
- outline formatting styles and their impact on formatting, readability and appearance of documents
- explain rules and conventions for written English, as defined by general and specialist sources.

Assessment Conditions

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

- office equipment and resources
- organisational policies and procedures
- organisational style guides.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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CPCCBC4001A Apply building codes and standards to the construction process for low rise building projects

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to access, interpret and apply relevant building codes and standards applicable to the construction processes of residential and low rise commercial buildings (low rise' licensing classification with reference to Class 1 and 10 construction and Classes 2 to 9 with a gross floor area not exceeding 2000 square metres, not including Type A or Type B construction).

To successfully construct low rise buildings requires a thorough knowledge of the purpose and content of the Building Code of Australia (BCA), coupled with the ability to interpret other codes and standards related to a specific building.

Application of the Unit

Application of the unit

This unit of competency supports builders, site managers and related construction industry professionals responsible for ensuring compliance with building codes and standards in the residential and commercial construction industry.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Access and interpret relevant code and standard requirements.	1.1. Relevant performance requirements from the BCA that apply to individual projects (described as ***low rise***) are identified. 1.2. Requirements of relevant BCA deemed-to-satisfy (DTS) provisions are determined. 1.3. Requirements of relevant Australian standards referenced in the BCA are accessed and interpreted accordingly.
2. Classify buildings.	2.1. Nature of a building is determined according to its use and arrangement. 2.2. BCA criteria to determine the defined classification are applied. 2.3. BCA requirements for multiple classification are identified and interpreted.
3. Analyse and apply a range of solutions to a construction problem for compliance with the	3.1. Range of criteria that will ensure that construction methods comply with BCA performance requirements is determined. 3.2. Alternative solutions to a design or construction problem that will comply with BCA requirements are

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ELEMENT	PERFORMANCE CRITERIA
BCA.	discussed and proposed in accordance with company policies and procedures. 3.3. Performance-based solutions are identified and documented in accordance with BCA requirements. 3.4. ***Assessment methods*** referenced in the BCA to determine whether a building solution complies with ***performance requirements*** or DTS provision of the BCA are analysed and applied. 3.5. Relevant documentation is identified and completed in accordance with BCA requirements.
4. Apply fire protection requirements.	4.1. Passive and active fire control elements for low rise building required by the BCA and other legislation are identified and applied. 4.2. Level of fire resistance required for the construction of various low rise buildings is determined. 4.3. Check of existing buildings for compliance with passive and active fire protection requirements is carried out in accordance with BCA requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Required skills for this unit are:

- analysis and interpretation skills relating to documentation from a wide range of sources, including BCA and referenced documents
- application of design concepts and principles in accordance with BCA, namely:
  - Class 1 and 10
  - Classes 2 to 9 with a gross floor area not exceeding 2000 square metres, not including Type A or Type B construction
- attention to detail in applying building codes and standards
- communication skills to:
  - discuss and propose alternative solutions
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand

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REQUIRED SKILLS AND KNOWLEDGE

- read and interpret:
  - documentation from a variety of sources, including BCA and referenced documents
  - drawings and specifications
- use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication
- written skills to complete documentation in accordance with BCA requirements
- numeracy skills to interpret and apply mathematical information included in building codes and standards.

Required knowledge

Required knowledge for this unit is:

- basic design principles and the behaviour of structures under stress, strain, compression, bending or combined actions
- BCA performance hierarchy
- definitions and common technical terms or usage specified under general provisions of BCA
- general nature of materials and the effects of performance
- relevant Australian standards
- relevant legislative and OHS requirements, codes and practices
- types of working drawings and specifications
- understanding of the BCA relating to:
  - Class 1 and 10
  - Classes 2 to 9 with a gross floor area not exceeding 2000 square metres, not including Type A or Type B construction.

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	This unit of competency could be assessed by the application of design principles and solutions specified in BCA performance requirements or DTS provisions applicable to a building project. This unit of competency can be assessed in the

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EVIDENCE GUIDE

	workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • comply with organisational quality procedures and processes • apply and interpret relevant documentation and codes • accurately apply BCA performance requirements relating to the design and construction of a building • understand assessment methods available to determine compliance with the BCA • identify faults and problems and proposed action to rectify.
Context of and specific resources for assessment	This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints. Assessment of essential underpinning knowledge will usually be conducted in an off-site context. Assessment is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • access to BCA and relevant documents referenced in the BCA • access to relevant legislation • project documentation, including design brief, design drawings, specifications, construction schedules and other supporting documents • research resources, including product information and data • relevant computer software package and suitable hardware. Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to

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modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing

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	supervisors, team leaders or specialist training staff.

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.

Low rise is described as falling within the BCA classes:	• Class 1 and 10 • Classes 2 to 9 with a gross floor area not exceeding 2000 square metres, not including Type A or Type B construction.
Assessment methods include:	• comparison with BCA DTS provisions • evidence of suitability as described in the BCA • expert judgement as defined in the BCA • verification method as defined in the BCA.
Performance requirements include:	• performance requirements contained within other legislation applicable to a specific project • performance requirements of the BCA determined to be relevant to a specific project • performance-based contractual requirements that must be fulfilled by any party.

Unit Sector(s)

Unit sector Construction

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Co-requisite units

Co-requisite units Nil

Functional area

Functional area

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CPCCBC4004A Identify and produce estimated costs for building and construction projects

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit of competency specifies the outcomes required to establish the estimated costs associated with the acquisition of materials and labour on building and construction sites, together with the application of relevant overhead costs and margins. Knowledge of physical resource and supplier identification, assessment of the availability of and requirements for skilled labour and application of appropriate codes, regulations and approvals gaining processes is essential.

Application of the Unit

Application of the unit This unit of competency supports the needs of estimators, builders, managers and trade contractors within the construction industry responsible for producing estimated costs for labour, materials, overheads and on-costs on various residential and commercial construction projects within their scope of work as a trade contractor or builder.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Read and interpret plans and specifications.	1.1. Appropriate plans and drawings are correctly identified. 1.2. Project ***plans and specifications*** are read and understood. 1.3. Levels, heights, gradients and other measurements are interpreted. 1.4. Measurements are made and quantities identified from plans and specifications that conform to standard industry practice.
2. Identify and calculate labour costs.	2.1. Types and numbers of appropriate on-site personnel are identified and the time required on site is estimated. 2.2. Labour hours for non-contract elements of on-site work are calculated. 2.3. Costs or rates for required on-site work are calculated.
3. Identify and establish physical resource requirements.	3.1. Physical resource requirements are identified. 3.2. Lists of materials are produced and quantities calculated. 3.3. Quantities are established against project or standard construction contracts. 3.4. Supplier prices for materials and consumables are

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ELEMENT	PERFORMANCE CRITERIA
	obtained. 3.5. Plant or equipment requirements are identified and costed.
4. Develop estimated project costs.	4.1. Appropriate labour rates and material costs are selected and applied. 4.2. Estimates of ***unit costs*** are determined and applied as appropriate. 4.3. Costs to the project of WorkCover, Environmental Protection Agency (EPA) requirements, seeking approvals, waste management site fees and other statutory or additional costs are identified and applied. 4.4. Company overhead recovery and margins are applied. 4.5. Completed estimated ***project costs*** are calculated for inclusion in a tender or bill.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Required skills for this unit are:

- communication skills to:
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - read and interpret drawings and specifications
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- contractual arrangement problem solving
- estimate labour and materials costs from written information
- numeracy skills to calculate labour hours and costs, material quantities and costs
- use appropriate costing software programs.

Required knowledge

Required knowledge for this unit is:

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REQUIRED SKILLS AND KNOWLEDGE

- how to access and interpret:
  - national codes, including Building Code of Australia (BCA) and the Plumbing Code of Australia
  - Australian standards relevant to the industry sector
- includes state or territory and local government building and construction codes, standards and government regulations relevant to the form of building or construction being undertaken (e.g. WorkCover and EPA)
- types of building and construction drawings and specifications
- types, scope and usage of labour through the employee and subcontractor systems
- operation and structure of the organisation's costing and contracting system.

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	This unit of competency could be assessed by the preparation of a detailed estimate of labour, materials and other project costs as part of the preparation of a tender or bill for a residential or commercial construction project relevant to the specific trade or sector. This unit of competency can be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • identify materials required for a project • gather information about material supply • interpret measurements and calculate quantities and costs

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	• plan and allocate human resources • identify and cost other related costs, such as those required to meet statutory and planning approval processes • produce documentation that meets the timeframes and quality standards established by the organisation • communicate effectively, both verbally and in writing.
Context of and specific resources for assessment	This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints. Assessment of essential underpinning knowledge will usually be conducted in an off-site context. Assessment is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • documentation that should normally be available in either a building or construction office • relevant codes, standards and government regulations • office equipment, including calculators, photocopiers and telephone systems • computers with appropriate software to view 2-D CAD drawings, run costing programs and print copies • a technical reference library with current publications on measurement, design, building construction and manufacturers' product literature • a suitable work area appropriate to the construction process. Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of

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the Construction, Plumbing and Services Training Package

- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

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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.

Plans and specifications include:

- building codes
- materials lists and quantity schedules
- materials specifications
- sketches or drawings
- statements of requirements.

Plant or equipment requirements include:

- communications equipment
- conveyors
- heavy equipment, such as wheeled and tracked earthmoving equipment, trucks and articulated vehicles
- hoists
- mobile and tower cranes
- on-site equipment, such as:
  - compressors
  - pumps
  - generators
  - portable lighting
  - lifting equipment
  - portable compaction equipment.

Unit costs may include the cost of:

- construction cost per square metre
- installation of pipes per metre
- installation of sanitary ware per unit
- laying of foundation per metre
- laying of slabs per square metre
- laying of steel tray roofing per square metre
- masonry walls per square metre
- painting per square metre
- tiling per square metre.

Project costs include:

- building or construction materials
- communications costs
- cost of meeting statutory requirements, e.g. EPA

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RANGE STATEMENT

- fuels, lubricants and consumables
- organisational and subcontract labour hours
- overheads
- project administration costs
- site facilities, such as:
  - offices
  - toilets
  - lunch rooms
- waste removal fees.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

Functional area

Functional area

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CPCCBC4005A Produce labour and material schedules for ordering

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit of competency specifies the outcomes required to produce schedules of resource requirements so that orders can be placed for materials and labour for residential and commercial projects and to record and track costs as they are incurred. Knowledge of codes, regulations and approval processes, contractor systems, physical resource and supplier identification and the ability to assess the availability of and requirements for skilled labour are essential.

Application of the Unit

Application of the unit This unit of competency supports the needs of site managers and forepersons, estimators, project managers and builders in the construction industry with a responsibility for producing schedules for ordering materials and labour.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and apply all contract conditions to the schedules.	1.1. All contractual requirements are included in the schedules. 1.2. ***Local government and regulatory bodies*** ' conditions of approval are included in the schedules. 1.3. Schedules include colour selections. 1.4. Variations to contracts, raised by the client or the builder, are included in the schedules.
2. Produce material and labour schedules, overlays and orders.	2.1. Nominated suppliers and contractors are detailed in work schedules. 2.2. Relevant overlay drawings are produced. 2.3. Orders include contract details and instructions. 2.4. Contract rates are applied to material and labour schedules.
3. Prepare site files.	3.1. All necessary site documents are included, including approved ***plans and specifications***. 3.2. Call forward sheets are prepared detailing all orders.
4. Monitor and report on project costs.	4.1. ***Project costs*** are analysed against estimates during construction. 4.2. Approved variation costs are analysed. 4.3. Final project cost analysis is provided.
5. Maintain data files of	5.1. Approved variation cost increases are incorporated

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ELEMENT	PERFORMANCE CRITERIA
standard costs.	into site files. 5.2. Changes to standard plans, specifications and cost files are included in site files.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Required skills for this unit are:

- communication skills to:
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - communicate information effectively within the organisation and to external agencies and the client
  - read and interpret:
    - contracts
    - drawings and specifications
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
  - written skills to:
    - prepare and maintain site files
    - produce schedules and orders
- identify and analyse relevant information
- numeracy skills to apply calculations.

Required knowledge

Required knowledge for this unit is:

- operation and structure of the organisation's costing and contracting system
- state or territory building and construction codes, standards and regulations relevant to the form of building or construction being undertaken
- types of building or construction drawings and specifications commonly used in the industry
- types, scope and usage of labour through the employee and contractor systems.

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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	This unit of competency could be assessed by the preparation of schedules for materials and labour for a building project. This unit of competency can be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • identify materials required for the project and gather supply information effectively • plan and allocate human and physical resources • produce documentation that meets the timeframes and quality standards established by the organisation • communicate information effectively within the organisation and to external agencies and the client, as required.
Context of and specific resources for assessment	This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints. Assessment of essential underpinning knowledge will usually be conducted in an off-site context. Assessment is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • documentation that should normally be available in a building or construction office

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- relevant codes, standards and regulations
- office equipment, including calculators, photocopiers and telephone systems
- computers with appropriate software to view 2-D CAD drawings, run costing programs and print copies
- a technical reference library with current publications on measurement, design, building construction and manufacturers' product literature
- a suitable work area appropriate to the construction process.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with

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	a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge • all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

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.

Local government and regulatory bodies include:	• electricity regulatory authorities • environmental authorities • health departments • shire or municipal councils • water corporations.
Plans and specifications include:	• building codes • colour selections • contract requirements • material and labour schedules • materials specifications • plans, sketches and drawings

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RANGE STATEMENT

	• statements of requirements.
Project costs include:	• building or construction materials • communications costs • fuels, lubricants and other consumables • organisational and subcontract labour costs • overheads • professional indemnity and other insurance costs • project administration costs • site facilities, such as toilets and storage sheds.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

Functional area

Functional area

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CPCCBC4014A Prepare simple building sketches and drawings

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit of competency specifies the outcomes required to produce sketches and drawings. The sketches may be used to clarify or communicate ideas to clients or other parties. They may also be simplified versions taken from architectural drawings, designed to capture design concepts or options. The sketches may be used for estimating purposes and to show measurements and other requirements for building and construction works. This unit does not describe more complex drafting skills.

Application of the Unit

Application of the unit This unit of competency supports the needs of builders, experienced tradespersons, project managers and estimators with a responsibility for preparing sketches and drawings.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to make sketches and drawings.	1.1. ***Types of drawings required*** and ***key features*** to be recorded are identified in compliance with the scope and standard of the job being undertaken. 1.2. ***OHS requirements*** on site are identified and followed. 1.3. ***Tools and equipment*** required for inspection and measurement and for producing drawings are gathered and checked for serviceability.
2. Create simple sketches and drawings.	2.1. Inspection of relevant area is carried out as required and measurements are taken and recorded. 2.2. Simple two and three-dimensional sketches and drawings are created using ***standard drawing conventions*** and incorporating relevant codes and standards. 2.3. Sectional drawings of simple structural elements are created using standard drawing conventions.
3. Notate and process drawings.	3.1. Essential information is recorded on the drawing with symbols and abbreviations according to standard drawing conventions. 3.2. Drawings are labelled, dated and processed according to organisational administration and quality procedures.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Required skills for this unit are:

- communication skills to:
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- drawing techniques
- interpret and apply relevant standards and codes
- numeracy skills to apply measurements and calculations.

Required knowledge

Required knowledge for this unit is:

- drawing conventions and features, including direction, scale, key, contours, symbols and abbreviations
- requirements of the relevant codes, standards, statutory and authority requirements
- safe work methods.

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

This unit of competency could be assessed by creating a set of sketches and drawings for a small work project in the relevant field of expertise.

Measurements of components, sub-assemblies, products, models, equipment, layouts or facilities needed for the preparation of the required

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	drawings and calculations of required dimensions and other drafting details based on the measurements and other relevant information should be made and recorded. This unit of competency can be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • produce clear and effective drawings and sketches with appropriate notations and labelling • apply appropriate techniques for making inspections and taking measurements • make good incursions into the fabric of a building • comply with OHS regulations applicable to workplace operations • apply organisational quality procedures and processes • select and use appropriate processes, tools and equipment.
Context of and specific resources for assessment	This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints. Assessment of essential underpinning knowledge will usually be conducted in an off-site context. Assessment is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include access to: • an appropriate work site • appropriate documentation and data related to tasks • scaffolding and fall protection equipment • tools and equipment relevant to activity

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process.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in

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EVIDENCE GUIDE

	relation to the competency being assessed. Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

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.

Types of drawings required include:	• floor plan • land boundaries and footprint of building • orthographic drawings • schematic drawings of wiring and pipe work • sectional views.
Key features to be recorded may include:	• ceiling heights and variations • doors • light fittings and power supplies • services • wall penetrations • walls.
OHS requirements include:	• detailing appropriate installation of scaffolding • detailing power supplies • details of all services • understanding hazards located in the area • use of personal protective equipment.

Tools and equipment include:	• recording devices, including:
	  • computer
	  • digital camera
	  • pen and paper.

Standard drawing conventions	• standard design symbols common to the

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RANGE STATEMENT

include:	building and construction industries.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

Functional area

Functional area

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CPCCBC4024A Resolve business disputes

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit of competency specifies the outcomes required to advise on or resolve business disputes that may arise in the course of activities in residential and commercial contracting projects. Dispute resolution procedures may be applied as one of the disputing parties or as an independent party.

Application of the Unit

Application of the unit This unit of competency supports the needs of builders, site managers and forepersons, estimators, managers and other construction industry personnel responsible for ensuring that business disputes are resolved in a positive manner.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units Nil

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop and implement dispute resolution procedures.	1.1. Established business ***dispute resolution procedures*** are reviewed and implemented as appropriate. 1.2. Business dispute resolution procedures are developed where required and documented, and agreement to procedures is secured from all parties. 1.3. Recording procedures are established and provision for record keeping is made. 1.4. External arbitrators or conciliators are identified for consultation when disputes cannot be resolved internally.
2. Conduct an initial investigation into business disputes and possible resolution strategies.	2.1. Nature and ***cause of business disputes*** are identified and documented. 2.2. Parties to dispute are identified and approached individually, and the issues are clarified and documented. 2.3. Solutions based on an examination of the information collected and with reference to contractual arrangements are suggested.
3. Identify opportunities for dispute resolution.	3.1. Efforts are made to bring the disputing parties together. 3.2. Where necessary, external arbiters or conciliators are consulted. 3.3. Relevant statutory laws are identified, applied and followed. 3.4. Disputes are resolved in accordance with common law.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Required skills for this unit are:

- communication skills to:
  - communicate by telephone
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - research and evaluate information and circumstances surrounding a business dispute
  - read and interpret relevant legislation
  - use and interpret non-verbal communication
  - use language and concepts appropriate to cultural differences
  - written skills to:
    - complete checklists
    - send emails and faxes
    - write memos and reports
- negotiation relevant to dispute resolution situations
- problem solving in the context of dispute resolution
- research and evaluate information and circumstances surrounding a business dispute.

Required knowledge

Required knowledge for this unit is:

- contractual and business frameworks underpinning the building and construction industry
- mores, values and attitudes of various groups in the community that should be accounted for in discussions
- possible reactions from persons under pressure, such as anger and withdrawal.

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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

This unit of competency could be assessed by developing a set of dispute resolution procedures and demonstrating how these would apply to a selection of disputes.

This unit of competency can be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

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

A person who demonstrates competency in this unit must be able to provide evidence of the ability to:

- identify the nature of the dispute and the identity of the parties to the dispute
- document the details of the dispute in sufficient terms for an unambiguous evaluation of the issues to occur
- identify and follow established dispute resolution procedures
- develop and implement dispute resolution procedures, where there are none established.
- understand need to remain completely impartial in any involvement in a dispute.

Context of and specific resources for assessment

This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints.

Assessment of essential underpinning knowledge will usually be conducted in an off-site context.

Assessment is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include:

- documentation that should normally be available in either a building, construction or civil contracting office

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EVIDENCE GUIDE

- relevant codes, standards and government regulations
- suitable work area appropriate to the construction process.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

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Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

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.

Dispute resolution procedures include:

- arbitrated decisions
- common law outcomes
- litigated decisions
- mutual resolution
- on-site negotiations
- reference to contractual obligations.

Cause of business disputes includes:

- contract payment issues
- different opinions about design, structural layout or dimensions
- dissatisfaction with project progress
- structural finish, quality, materials or construction methodology.

Unit Sector(s)

Unit sector Construction

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Co-requisite units

Co-requisite units Nil

Functional area

Functional area

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CPCCCA2011A Handle carpentry materials

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit of competency specifies the outcomes required to safely manually handle, store and apply environmental management principles associated with carpentry materials and components. It includes preparing material for mechanical handling.

Application of the Unit

Application of the unit This unit of competency supports achievement of skills to identify commonly used carpentry materials and handle, store and move them safely and efficiently without damage, which includes working with others and as a member of a team.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare.	1.1. Work instructions and operational details are obtained, confirmed and applied from relevant ***information*** for ***planning and preparation*** purposes. 1.2. ***Safety*** (***OHS***) requirements are followed in accordance with safety plans and policies. 1.3. Signage and barricade requirements are identified and implemented. 1.4. ***Tools and equipment*** selected to carry out tasks are consistent with job requirements, checked for serviceability, and any faults are rectified or reported prior to commencement. 1.5. Material quantity requirements are calculated in accordance with plans, specifications and ***quality requirements***. 1.6. ***Materials*** appropriate to the work application are identified, obtained, prepared, safely handled and located ready for use. 1.7. ***Environmental requirements*** are identified for the project in accordance with environmental plans and ***statutory and regulatory authority*** obligations, and are applied.
2. Manually handle, sort and stack carpentry materials and components.	2.1. Carpentry materials for ***handling*** are moved to specified location, applying safe manual handling techniques. 2.2. Carpentry materials and components are sorted to suit material type and size, stacked for ease of identification and retrieval and for task sequence and

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ELEMENT	PERFORMANCE CRITERIA
	job location in accordance with job specifications. 2.3. Carpentry materials and components are ***protected*** against physical and water damage and stored clear of access ways, and for ease of identification, retrieval and distribution.
3. Prepare for mechanical handling of materials.	3.1. Carpentry materials and components are stacked/banded for mechanical handling in accordance with the type of material and plant or equipment to be used. 3.2. Carpentry materials and components are loaded, unloaded, moved or located at specified location.
4. Clean up.	4.1. Work area is cleared and materials disposed of, reused or recycled in accordance with legislation, regulations, codes of practice and job specification. 4.2. ***Hazardous materials*** are identified for separate handling. 4.3. ***Non-toxic materials*** are removed using correct procedures. 4.4. ***Dust suppression*** procedures are used to minimise health risk to work personnel and others. 4.5. Tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturer recommendations and standard work practices.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Required skills for this unit are:

- communication skills to:
  - determine requirements
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - follow instructions
  - read and interpret:

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REQUIRED SKILLS AND KNOWLEDGE

    - documentation from a variety of sources
    - plans, specifications and drawings
  - report faults
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication, such as hand signals
- numeracy skills to apply measurements and make calculations
- organisational skills, including the ability to plan and set out work
- teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities
- technological skills to:
  - use a range of mobile technology, such as two-way radio and mobile phones
  - voice and hand signals to access and understand site-specific instructions.

Required knowledge

Required knowledge for this unit is:

- asbestos characteristics and reporting requirements
- carpentry material handling techniques
- construction terminology
- hazardous materials found in construction work sites
- job safety analysis (JSA) and safe work method statements
- material safety data sheets (MSDS)
- material sizes
- materials storage and environmentally friendly waste management
- plans, specifications and drawings
- processes for the calculation of material requirements
- quality requirements and types of carpentry materials
- types, characteristics, uses and limitations of tools and equipment
- workplace and equipment safety requirements.

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.

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EVIDENCE GUIDE

Overview of assessment	This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • locate, interpret and apply relevant information, standards and specifications • comply with site safety plan and OHS legislation, regulations and codes of practice applicable to workplace operations • comply with organisational policies and procedures, including quality requirements • safely and effectively use tools and equipment • communicate and work effectively and safely with others • safely handle, sort and stack varying lengths of timber, providing quick access and use • safely move and stack a given quantity of sheet material • safely handle carpentry components for one carpentry project.
Context of and specific resources for assessment	This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints. Assessment of essential underpinning knowledge will usually be conducted in an off-site context. Assessment is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • an induction procedure and requirement • realistic tasks or simulated tasks covering the mandatory task requirements • relevant specifications and work instructions • tools and equipment appropriate to applying safe work practices

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EVIDENCE GUIDE

- support materials appropriate to activity
- workplace instructions relating to safe work practices and addressing hazards and emergencies
- material safety data sheets
- research resources, including industry related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured

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EVIDENCE GUIDE

	learning experience must include a combination of direct, indirect and supplementary evidence. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

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.

Information includes:

- diagrams or sketches
- instructions issued by authorised organisational or external personnel
- manufacturer specifications and instructions where specified
- memos
- MSDS
- organisation work specifications and requirements
- plans and specifications
- regulatory and legislative requirements pertaining to handling carpentry materials
- relevant Australian standards
- safe work procedures related to handling carpentry materials
- signage
- verbal or written and graphical instructions

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RANGE STATEMENT

	• work bulletins • work schedules.
Planning and preparation include:	• work site inspection • equipment defect identification • assessment of conditions and hazards • determination of work requirements.

Safety (***OHS***) is to be in accordance with legislation, regulations, codes of practice, organisational safety policies and procedures, and project safety plan and may include:	• emergency procedures, including extinguishing fires, organisational first aid requirements and evacuation
	• handling of materials
	• hazard control
	• hazardous materials and substances
	• safe operating procedures, including the conduct of operational risk assessment and treatments associated with:
	  • earth leakage boxes
	  • lighting
	  • personnel
	  • power cables, including overhead service trays, cables and conduits
	  • restricted access barriers
	  • surrounding structures
	  • traffic control
	  • trip hazards
	  • work site visitors and the public
	  • working at heights
	  • working in confined spaces
	  • working with dangerous materials
	• organisational first aid
	• personal protective clothing and equipment prescribed under legislation, regulations and workplace policies and practices
	• use of firefighting equipment
	• use of tools and equipment
	• workplace environment and safety.

Tools and equipment include:	• banders • hammers • pallets • pinch bars • tin snips

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RANGE STATEMENT

	• wheelbarrows.
Quality requirements include relevant regulations, including:	• Australian standards • internal company quality policy and standards • manufacturer specifications, where specified • workplace operations and procedures.
Materials include:	• bricks and concrete masonry units • concrete components • glass • insulation • joinery units • metal sheeting • paints and sealants • plaster or fibre cement sheeting • reconstituted timber products • reinforcement materials • scaffolding components • structural steel sections and components • timber.
Environmental requirements include:	• clean-up protection • noise and dust • waste management.
Statutory and regulatory authorities include:	• federal, state and local authorities administering applicable Acts, regulations and codes of practice.
Handling includes:	• handling activities may require assistance of others where size or weight is a factor • manual handling, which includes using pallets, carrying materials using correct lifting techniques and control of waste • preparing for mechanical handling, which includes forklifts, pallet jacks and trucks • procedures such as MSDS, calculating quantities, and stacking and storing of materials.
Protected includes:	• correct handling and stacking techniques without damaging the material • protecting with covers.
Hazardous materials include:	• coatings • glues • inflammable materials • solvents.

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RANGE STATEMENT

Non-toxic materials include:	• general carpentry materials with appropriate labelling.
Dust suppression includes:	• keeping dust in the air to a minimum.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

Functional area

Functional area

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CPCCCA3006B Erect roof trusses

Modification History

Change to performance criterion

Equivalent to CPCCCA3006A

Added range item: solar panels

Unit Descriptor

This unit of competency specifies the outcomes required to select, set out, erect and brace roof trusses to accommodate roof coverings for waterproofing purposes. It includes gable, hip and valley, and hip roofing types.

Application of the Unit

This unit of competency supports achievement of skills to safely and efficiently erect pre-built roof trusses for gable, hip and valley, hip and flat roof construction projects, which includes working with others and as a member of a team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

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Elements and Performance Criteria

1	Plan and prepare.	1.1	Work instructions, including plans, specifications, quality requirements and operational details, are obtained, confirmed and applied from relevant ***information*** for ***planning and preparation*** purposes.
		1.2	***Safety (OHS)*** requirements are followed in accordance w**i**th safety plans and policies.
		1.3	Signage and barricade requirements are identified and implemented.
		1.4	Plant, ***tools and equipment*** selected to carry out tasks are consistent with job requirements, checked for serviceability, and any faults are rectified or reported prior to commencement.
		1.5	Material quantity requirements are calculated in accordance with plans, specifications and ***quality requirements***.
		1.6	***Materials*** appropriate to the work application are identified, obtained, checked to ensure fitness for purpose, prepared, safely handled and located ready for use according to Australian standards.
		1.7	***Environmental requirements*** are identified for the project in accordance with environmental plans and ***statutory and regulatory authority*** obligations, and are applied.
2	Erect roof trusses.	2.1	Location of ***roof trusses*** for ***hip and valley roofs*** are set out on wall top plates to plan layout and specifications.
		2.2	Steel frames are temporarily earthed during erection and are connected to permanent earthing system upon completion.
		2.3	Roof trusses are erected and fixed, including temporary bracing, to set out positions in correct sequence to line at apex and plumb.

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		2.4	Top chord is installed above wall plate to be constant height above wall plate.
		2.5	Ceiling trimming and creeper rafter members are fixed to specifications.
		2.6	Bottom chord of truss is used to provide lateral support for internal walls.
		2.7	***Roof bracing*** is provided through hip construction, valley construction, diagonal metal tension or timber bracing or a combination of these, and fixed to specification.
		2.8	Lateral restraints to truss chords are fixed in position to manufacturer specifications.
3	Clean up.	3.1	Work area is cleared and materials disposed of, reused or recycled in accordance with legislation, regulations, codes of practice and job specification.
		3.2	Plant, tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturer recommendations and standard work practices.

Required Skills and Knowledge

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

Required skills

Required skills for this unit are:

- communication skills to:
  - determine requirements
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - follow instructions
  - read and interpret:
    - documentation from a variety of sources
    - plans, specifications and drawings
  - report faults

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  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication, such as hand signals
- numeracy skills to apply measurements and make calculations
- organisational skills, including the ability to plan and set out work
- teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities
- technological skills to:
  - use a range of mobile technology, such as two-way radio and mobile phones
  - voice and hand signals to access and understand site-specific instructions.

Required knowledge

Required knowledge for this unit is:

- construction terminology
- job safety analysis (JSA) and safe work method statements
- material safety data sheets (MSDS)
- materials storage and environmentally friendly waste management
- plans, specifications and drawings
- plant, tools and equipment types, characteristics, uses and limitation
- processes for the calculation of material requirements
- quality requirements for roof trusses
- roof bevels
- roof calculations for lengths, quantities and pitch
- roof load transfer
- roof shape and geometry
- roof truss erection and construction techniques
- roof truss materials and installation, including fire control and separation materials required by the National Construction Code (NCC) and other legislation
- roof types and truss components
- roofing regulations
- techniques for lifting and positioning of trusses
- temporary and permanent bracing
- timber types, structural properties and uses, including engineered timber products
- truss set out
- workplace and equipment safety requirements.

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

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Guidelines for the Training Package.

Overview of assessment

This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

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

A person who demonstrates competency in this unit must be able to provide evidence of the ability to:

- locate, interpret and apply relevant information, standards and specifications
- comply with site safety plan, OHS regulations and state and territory legislation applicable to workplace operations
- comply with organisational policies and procedures, including quality requirements
- safely and effectively use tools, plant and equipment
- communicate and work effectively and safely with others
- set out and erect a roof comprising a minimum of one hip end, a valley and enough standard trusses to incorporate bracing for a full size roof in timber and metal.

Context of and specific resources for assessment

This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints.

Assessment of essential underpinning knowledge will usually be conducted in an off-site context.

Assessment is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include:

- an induction procedure and requirement
- realistic tasks or simulated tasks covering the mandatory task requirements
- relevant specifications and work instructions
- tools and equipment appropriate to applying safe work practices
- support materials appropriate to activity

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- workplace instructions relating to safe work practices and addressing hazards and emergencies
- material safety data sheets
- research resources, including industry related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the

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competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

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.

Information includes:

- diagrams or sketches
- instructions issued by authorised organisational or external personnel
- manufacturer specifications and instructions where specified
- memos
- MSDS
- organisation work specifications and requirements
- plans and specifications
- regulatory and legislative requirements pertaining to erecting roof trusses
- relevant Australian standards
- safe work procedures related to erecting roof trusses
- signage
- verbal or written and graphical instructions
- work bulletins
- work schedules.

Planning and preparation include:

- work site inspection
- equipment defect identification
- assessment of conditions and hazards
- determination of work requirements.

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Safety (OHS) is to be in accordance with state or territory legislation, regulations, codes of practice, organisational safety policies and procedures, and project safety plan and may include:

- emergency procedures, including extinguishing fires, organisational first aid requirements and evacuation
- handling of materials
- hazard control
- hazardous materials and substances
- safe operating procedures, including the conduct of operational risk assessment and treatments associated with:
  - earth leakage boxes
  - lighting
  - photovoltaic (solar) panels
  - power cables, including overhead service trays, cables and conduits
  - restricted access barriers
  - surrounding structures
  - traffic control
  - trip hazards
  - work site visitors and the public
  - working at heights
  - working in confined spaces
  - working in proximity to others
  - working with dangerous materials
- organisational first aid
- personal protective clothing and equipment prescribed under legislation, regulations and workplace policies and practices
- use of firefighting equipment
- use of tools and equipment
- workplace environment and safety.

Tools and equipment include:

- air compressors and hoses
- clamps
- hammers
- marking equipment
- measuring tapes and rules
- nail bags
- nail guns
- power drills
- power leads
- power saws

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- saw stools
- scaffolding
- screwdrivers
- spanners
- spirit levels
- squares (combination/tri)
- string lines
- welding equipment.

Quality requirements include relevant regulations, including:

- Australian standards
- internal company quality policy and standards
- manufacturer specifications, where specified
- workplace operations and procedures.

Materials include:

- bolts
- bracing material
- nails
- patented fasteners
- screws
- slotted brackets for truss movement
- timber and metal trusses.

Environmental requirements include:

- clean-up protection
- noise and dust
- vibration
- waste management.

Statutory and regulatory authorities include:

- federal, state and local authorities administering applicable Acts, regulations and codes of practice.

Roof trusses can be:

- timber or metal
- fixed to timber or steel wall plates.

Hip and valley roofs:

- include scotch valleys and hip ends
- may include Dutch gables.

Roof bracing includes:

- elementary bracing principles for various shaped roofs.

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Unit Sector(s)

Functional area

Unit sector Construction

Custom Content Section

Not applicable.

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CPCCCM1015A Carry out measurements and calculations

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit of competency specifies the outcomes required to carry out measurements and perform simple calculations to determine task and material requirements for a job in a construction work environment.

Application of the Unit

Application of the unit This unit of competency supports achievement of skills to take measurements and use these to calculate material qualities and calculations for related tasks commonly used and applied in construction work.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units Nil

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare.	1.1. Work instructions are confirmed and applied using relevant ***information***. 1.2. ***Safety*** (***OHS***) requirements are obtained from site safety plan, other regulatory specifications or legal obligations, and are applied. 1.3. Measuring and calculating ***equipment*** selected to carry out tasks is consistent with job requirements, is checked for serviceability, and any faults are rectified or reported.
2. Obtain measurements.	2.1. Method of obtaining the measurement is selected and applied. 2.2. ***Measurements*** are obtained using a rule or tape accurate to 1mm. 2.3. Measurements, including ***areas and volumes***, are confirmed and recorded.
3. Perform calculations.	3.1. Appropriate ***calculation factors*** are determined and correct method is selected for achieving required result. 3.2. ***Material quantities*** for the project are correctly calculated using appropriate factors. 3.3. Results are confirmed and recorded.
4. Estimate approximate quantities.	4.1. Calculations for determining material requirements are taken. 4.2. Appropriate formulas for calculating quantities are selected. 4.3. Quantities are estimated from the calculations taken. 4.4. Material quantities for the project are calculated,

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ELEMENT	PERFORMANCE CRITERIA
	confirmed and recorded within enterprise tolerances.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Required skills for this unit are:

- communication skills to:
  - determine requirements
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - follow instructions
  - read and interpret:
    - documentation from a variety of sources
    - drawings and specifications
  - report faults
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication, such as hand signals
  - written skills to record measurements, calculations and quantities
- identifying and accurately reporting to appropriate personnel any faults in tools, equipment or materials
- numeracy skills to apply measurements, calculations and geometry
- organisational skills, including the ability to plan and set out work
- teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities
- technological skills to:
  - use a range of mobile technology, such as two-way radio and mobile phones
  - voice and hand signals to access and understand site-specific instructions.

Required knowledge

Required knowledge for this unit is:

- basic calculators
- communication devices

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REQUIRED SKILLS AND KNOWLEDGE

- company procedures
- construction terminology
- job safety analysis (JSA) and safe work method statements
- measuring, calculating, geometry and determination of quantities
- processes for care of measuring equipment
- project quality requirements
- site and equipment safety (OHS) requirements
- tolerances.

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	This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • locate, interpret and apply relevant information • comply with site safety plan, OHS regulations and state and territory legislation applicable to workplace operations • comply with organisational policies and procedures, including quality requirements • safely and effectively use tools and equipment • communicate and work effectively and safely with others • complete measurements, calculations and determination of quantities for different projects of varying complexity in a range of contexts or occasions over time

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EVIDENCE GUIDE

	• calculate each of the following using a realistic construction task or example:
	  • length
	  • perimeter
	  • circumference
	  • area
	  • volume
	  • number
	  • ratio
	  • percentage
	  • conversion of metres to millimetres and millimetres to metres
	  • measure using a rule or tape measure five separate tasks within 1mm accuracy.

Context of and specific resources for assessment	This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints. Assessment of essential underpinning knowledge will usually be conducted in an off-site context. Assessment is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • an induction procedure and requirement • realistic tasks or simulated tasks covering the mandatory task requirements • relevant specifications and work instructions • tools and equipment appropriate to applying safe work practices • support materials appropriate to activity • workplace instructions relating to safe work practices and addressing hazards and emergencies • material safety data sheets • research resources, including industry related systems information. Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

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EVIDENCE GUIDE

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

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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.

Information includes:	• diagrams or sketches • instructions issued by authorised organisational or external personnel • manufacturer specifications and instructions • maps • material safety data sheets (MSDS) • memos • organisation's work specifications and requirements • plans and specifications • regulatory and legislative requirements • relevant Australian standards • safe work procedures or equivalent • signage • verbal or written and graphical instructions • work bulletins • work schedules.
Safety (***OHS***) is to be in accordance with state or territory legislation and regulations, organisational safety policies and procedures, and project safety plan and may include:	• clothing and equipment • handling of materials • hazard control • hazardous materials and substances • organisational first aid • use of firefighting equipment • use of tools and equipment • workplace environment and safety.
Equipment includes:	• calculators and laser equipment • rulers • tape measures • trundle wheels.
Measurements are to:	• be in metric scale • cover all necessary calculations.
Areas and volumes include:	• calculating regular and irregular shapes, such as rectangles, squares, circles, triangles,

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RANGE STATEMENT

	trapeziums, cubes, cones, pyramids and cylinders that represent calculations taken in a construction environment.
Calculation factors:	• include length, area, weight, height, width, depth, volume, mass, scales, ratios, perimeters, quantities, numbers, grade, percentages, addition, subtraction, multiplication and division • are to be performed manually and with the aid of a calculator.
Material quantities are to be:	• calculated in either packed, bulk, loose or compacted states • converted to volumes in the other states.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

Functional area

Functional area

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CPCCLDG3001A Licence to perform dogging

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit specifies the outcomes required to perform slinging techniques, including the selection and inspection of lifting gear and/or the directing of the crane operator in the movement of the load when the load is out of view of the crane/ operator for licensing purposes.

Application of the Unit

Application of the unit

This unit covers the scope of work to demonstrate competency in the application of slinging techniques, selection and inspection of lifting gear and/or the directing of the crane/ operator in the movement of the load.

This unit is based upon the National Standard for Licensing Persons Performing High Risk Work.

This unit in its current form meets state and territory licensing requirements. Any alteration will result in a unit which is not acceptable to regulators for the purpose of licensing.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan job.	1.1. ***Site information*** is obtained and related to the task. 1.2. ***Hazard*** s and potential hazards associated with the slinging and directing of loads are identified. 1.3. ***Hazard control measures*** consistent with ***appropriate standards*** are identified to ensure the safety of personnel and equipment. 1.4. The weight, dimensions and centre of gravity of the load are identified and assessed. 1.5. Suitable lifting/slinging points on the load are identified. 1.6. Appropriate ***lifting equipment*** needs are assessed. 1.7. Appropriate ***communication methods*** are assessed with ***crane***/ operators and other ***appropriate personnel***. 1.8. Manufacturer's specifications/information is obtained for special loads where necessary.
2. Select and inspect equipment.	2.1. Lifting equipment appropriate to the task is selected. 2.2. Lifting equipment is inspected for serviceability. 2.3. Damaged or excessively worn lifting equipment is identified, labelled and rejected.

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ELEMENT	PERFORMANCE CRITERIA
	2.4. Appropriate communication methods for the crane/operator and appropriate personnel are selected. 2.5. Appropriate ***communication equipment*** is selected and its serviceability is checked. 2.6. Appropriate ***personal protective equipment*** (PPE) is selected and checked.
3. Prepare site and equipment.	3.1. Hazard prevention/control measures are applied consistent with appropriate standards to ensure the safety of personnel and equipment. 3.2. Appropriate slinging method is selected. 3.3. Lifting equipment is prepared and assembled where appropriate. 3.4. Load destination is prepared.
4. Perform task.	4.1. Lifting equipment is attached and secured to the lifting hook using appropriate techniques. 4.2. Lifting hook is positioned over the load centre of gravity. 4.3. Lifting equipment is attached and secured to the load in an appropriate manner. 4.4. Tag line is attached and secured where appropriate. 4.5. Test lift is conducted to ensure security of load. 4.6. Load is moved maintaining stability and control at all times. 4.7. Appropriate communication methods and ***communication signals*** are applied to safely coordinate the load movement both within sight and out-of-sight of crane operator. 4.8. The load is landed to ensure that it is stable and secure from movement. 4.9. Lifting equipment is removed or disconnected from load and prepared for next task or storage.
5. Shut down job and clean up.	5.1. Unserviceable lifting equipment inspected and rejected. 5.2. ***Defective equipment*** is isolated and tagged. 5.3. Lifting equipment is stored in accordance with procedures and appropriate standards. 5.4. Hazard prevention/control measures are removed where appropriate. 5.5. Excess materials from the work area are removed (where applicable).

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ELEMENT	PERFORMANCE CRITERIA
	5.6. Defects are reported and recorded according to procedures and appropriate action is taken.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Required skills for this unit are:

- communication techniques in the workplace including whistles, hand signals and use of fixed channel two-way radios
- communication skills at a level sufficient to communicate with other site personnel
- calculate rated capacity of lifting equipment
- apply different methods for making temporary connections to loads using fibre and synthetic ropes
- ability to interpret rated capacity and working load limit tags
- hazard identification and control
- slinging techniques
- selection and inspection of lifting equipment
- directing crane operators in the moving of loads in a safe manner, using a slewing crane
- inspection and care of a wide range of lifting equipment to appropriate Australian Standards and/or manufacturer's specifications.

Required knowledge

Required knowledge for this unit is:

- appropriate mathematical procedures for estimation and measurement of loads
- basic knowledge of types of cranes and their functions
- Commonwealth, state or territory OHS legislation, standards and codes of practice relevant to the full range of techniques for undertaking dogging activities
- load stability and safety factors in line with manufacturer's specifications
- types of lifting equipment and slinging techniques for use, and their limitations and performance in a wide range of conditions (including but not limited to slings, beams, accessories, clamps, work-boxes, bins and pallets)
- understanding of the hierarchy of control.

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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

Successful assessment of this unit meets the competency requirement of the National Standard for licensing Persons Performing High Risk Work.

State/Territory OHS regulators have mandated the use of Assessment Instruments and Instructions for Assessment of this unit which have been endorsed by the national body responsible for OHS matters.

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

A person who demonstrates competency in this unit must be able to provide evidence of the ability to:

- comply with Commonwealth, state or territory OHS legislation, standards relevant to safe dogging and crane operations.
- communicate and work safely with others in the work area.
- apply Hazard prevention and control measures consistent with appropriate standards.
- apply to move loads in conjunction with cranes including, the reading of tags, slinging, loading, directing and landing loads with a slewing mobile crane with a telescopic boom and a winch, in and out of sight of the crane/ operator, moving four loads of varying shapes, sizes and weights.
- use fibre and/or synthetic rope as tag lines, and connecting to loads using clove hitch, rolling hitch, bowline and single sheetbend.
- conduct pre and post operational checks of the lifting equipment.

Context of and specific resources for assessment

- Assessment of the safe and effective application of knowledge and skill to workplace tasks (performance) must be undertaken using the national OHS endorsed Assessment Instrument
- Assessment of performance must be

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	undertaken either in the workplace or in a realistically simulated workplace setting
	• Assessors must ensure that the assessment in the workplace is organised through a workplace supervisor to ensure that all the required equipment and materials and a suitable working area is made available to suit the assessment and the workplace
	• Assessment must occur under standard and authorised work practices, safety requirements and environmental constraints
	• Assessment is to comply with the requirements of any relevant Standards or operating procedures for dogging activities
	• Applicants must have access to:
	  • personal protective equipment (PPE) for the purpose of the performance assessment.
	  • four different loads as prescribed in the endorsed assessment instrument
	  • lifting and associated equipment
	  • suitable slewing crane
	  • communication equipment (eg. fixed channel, two-way radios) as applicable.

Method of assessment	Assessment must be conducted using the national OHS endorsed Assessment Instrument. This Instrument provides instruction on the application of the assessment. Assessment may be in conjunction with the assessment of other units of competency. The use of **'simulators'** in the assessment of this unit of competency is **not acceptable**. Assessment methods must confirm consistency and accuracy of performance together with application of underpinning knowledge. Assessment must confirm a reasonable inference that competency is not only able to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.
Guidance information for assessment	Further information about endorsed Assessment Instruments may be obtained from state/territory OHS regulators.

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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.

Site informationmay include but not be limited to	• local conditions such as access and egress • work method statements.
Hazards may include but not limited to:	• ground stability (eg. ground condition, recently filled trenches, slopes) • overhead hazards (e.g. power lines, service pipes, trees, buildings, etc) • insufficient lighting • traffic (e.g. pedestrians, vehicles, plant) • weather (e.g. wind, lightning, storms) • other specific hazards (e.g. trip hazards, heights, radio interference, etc).
Hazard prevention/control measures	The systematic process of eliminating or reducing the risk to personnel and property through the application of controls. It includes the application of the hierarchy of controls, including: 1. elimination. 2. substitution. 3. isolation. 4. engineered control measures. 5. safe work practices. 6. personal protective equipment.
Appropriate standard s may include:	• codes of practice • legislation • Australian Standards • manufacturer's specifications • industry standards.

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RANGE STATEMENT

Lifting Equipment may include but not limited to:	• fibre ropes • wire ropes • chain • wire and synthetic slings • shackles • eyebolts • beam clamps • plate clamps • spreader beams • lifting beams • pallet forks and cages • concrete kibbles • personnel boxes.
Communication Methods may include but are not limited to:	• written instructions • signage, • hand signals • listening • questioning to confirm understanding • appropriate worksite protocol.
Cranes may include but not limited to:	• tower cranes (including self erecting) • portal boom cranes • vehicle loading cranes • slewing mobile cranes • non-slewing cranes • derrick cranes.
Appropriate personnel may include but are not limited to:	• supervisors • colleagues • managers who are authorised to take responsibility for the workplace or operations.
Communication Equipment may include but not limited to:	• fixed channel two-way radios • whistles • bells.
Personal protective equipment (PPE) may include but not limited to:	• hard hat • safety boots • gloves • high visibility clothing • reflective vest • relevant breathing, hearing, sight, skin and sun protection.
Load destination may include but	• ground

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RANGE STATEMENT

not limited to:	• loading platforms • suspended floors • vehicles.
Communication signals may include but not limited to:	• stop - hand • stop - whistle • hoist up - hand • hoist up - whistle • hoist down - hand • hoist down - whistle • luff boom down - hand • luff boom down - whistle • luff boom up - hand • luff boom up - whistle • telescope out - hand • telescope out - whistle • telescope in - hand • telescope in - whistle • slew left - hand • slew left - whistle • slew right - hand • slew right - whistle.
Defective Equipment may include but not limited to:	• excessive wear • damage • stretched • broken wires • cut/damaged fibres.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

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Co-requisite units Nil

Functional area

Functional area

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CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to carry out OHS requirements through safe work practices at any on or off-site construction workplace. It requires the performance of work in a safe manner through awareness of risks and work requirements, and the planning and performance of safe work practices with concern for personal safety and the safety of others.

Application of the Unit

Application of the unit

This unit of competency covers fundamental OHS necessary to undertake work tasks within any sector in the construction industry. It includes the identification of hazardous materials, including asbestos, and compliance with legislated work safety practices. It does not cover removal of asbestos, which is a licensed activity.

The unit relates directly to the general induction training program specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007) required to enter a construction work site. Completion of unit CPCCOHS1001A covers this requirement.

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and assess risks.	1.1. ***Hazards*** in the work area are identified, assessed and reported to ***designated personnel***. 1.2. Safety risks in the work area are identified, assessed and reported to designated personnel. 1.3. ***Safe work practices***, ***duty of care*** requirements and safe work instructions are followed for controlling risks. 1.4. OHS, hazard, accident or ***incident*** reports are contributed to according to workplace procedures and ***Australian government and state or territory OHS legislation*** and relevant ***information***.
2. Identify hazardous materials and other	2.1. ***Hazardous materials*** on a work site are correctly identified and, if appropriate, handled and used

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ELEMENT	PERFORMANCE CRITERIA
hazards on work sites.	according to company and legislated procedures. 2.2. ***Measures for controlling risks*** and construction hazards are applied effectively and immediately. 2.3. Hazardous materials that have safety implications for self and other workers are secured immediately they are identified, using appropriate ***signs and symbols***. 2.4. Asbestos-containing materials are identified on a work site and reported to designated personnel.
3. Plan and prepare for safe work practices.	3.1. Correct ***personal protective equipment*** and clothing for each area of construction work are identified, worn, correctly fitted, used and stored according to enterprise procedures. 3.2. Selection of ***tools***, ***equipment*** and ***materials***, and organisation of tasks are performed in conjunction with other personnel on site and in accordance with enterprise procedures. 3.3. Required barricades and signage are determined and erected at the appropriate site location. 3.4. Material safety data sheets (MSDS), and job safety analysis (JSA) and safe work method statements relevant to the work to be carried out are identified and applied.
4. Apply safe work practices.	4.1. Tasks are performed in a manner that is safe for operators, other personnel and the general community in accordance with legislative requirements, and enterprise policies and procedures. 4.2. Plant and equipment guards are used in accordance with manufacturer specifications, work site regulations and Australian standards where applicable. 4.3. Procedures and relevant authorities for reporting hazards, incidents and injuries are used. 4.4. ***Prohibited tools and equipment*** in areas with identified asbestos are recognised and not used. 4.5. Work site safety signs and symbols are identified and followed. 4.6. Work site area is cleared and maintained to prevent and protect self and others from incidents and accidents and to meet ***environmental requirements***.
5. Follow emergency procedures.	5.1. Designated personnel are identified in the event of an emergency for communication purposes. 5.2. Safe workplace procedures for dealing with accidents,

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ELEMENT	PERFORMANCE CRITERIA
	various ***types of fire*** and other emergencies are followed, including identification or use, if appropriate, of ***fire equipment*** within scope of responsibilities. 5.3. ***Emergency response and evacuation procedures*** are known, practised and carried out effectively when required. 5.4. Emergency first aid treatment of minor injuries is carried out correctly and details of any treatment administered are reported accurately to designated personnel as soon as possible.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Required skills for this unit are:

- ability to accurately recognise OHS hazards, including asbestos and take all opportunities to alleviate safety problems in a variety of construction work sites and environments
- capacity to deal calmly and effectively with any potential safety problems and work closely with other team members and supervisors to ensure safe working conditions are maintained
- communication skills to:
  - determine and report hazards and risks
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - follow instructions
  - read and interpret:
    - MSDS, JSA and safe work method statements
    - other relevant documentation
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication, such as hand signals
  - written skills to contribute to reports
- identifying and accurately reporting to appropriate personnel any faults in tools, equipment or materials

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REQUIRED SKILLS AND KNOWLEDGE

- organisational skills, including the ability to plan and set out work
- teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities
- technological skills to:
  - use a range of mobile technology, such as two-way radio and mobile phones
  - voice and hand signals to access and understand site-specific instructions.

Required knowledge

Required knowledge for this unit is:

- asbestos management code prevention of exposure
- basic first aid procedures
- common construction industry terminology
- common workplace safety hazards and risks and procedures for reporting these to designated personnel
- construction industry communications equipment and use
- construction industry health and safety signage
- emergency response and evacuation procedures
- JSA and safe work method statements
- MSDS
- OHS hierarchy of control and role of OHS committees and representatives
- relevant legislation, regulations and workplace requirements relating to OHS, including hazard reduction and personal safety, including duty of care responsibilities, workers' compensation and injury management requirements
- safe manual handling techniques
- safe work practices in normal working environment
- safety equipment, policies and requirements for working in confined spaces and at height, including on rooves
- tools and equipment prohibited for use near identified asbestos-containing materials (ACM)
- types of fires and basic firefighting equipment
- types, possible location and risks of ACM, including serpentine and amphibole groups, and their use in common building materials
- types, purpose and use of construction industry personal protective equipment and clothing
- workplace and equipment safety requirements.

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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

This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

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

A person who demonstrates competency in this unit must be able to provide evidence of the ability to:

- correctly locate, interpret and apply relevant information, standards and specifications
- comply with a site safety plan, organisational policies, OHS regulations and state and territory legislation applicable to workplace operations, including quality requirements
- correctly identify ACM and policies and procedures for reporting this to designated personnel
- effectively communicate and work safely with others
- apply general procedures for responding to incidents and reporting hazards and injuries
- select and use firefighting equipment to extinguish a simulated mechanical fire
- evacuate a site through simulated response to an emergency, complying with workplace procedures.

Context of and specific resources for assessment

This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints.

Assessment of essential underpinning knowledge will usually be conducted in an off-site context.

Assessment is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include:

- an induction procedure and requirement
- realistic tasks or simulated tasks covering the mandatory task requirements

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EVIDENCE GUIDE

- relevant specifications and work instructions
- tools and equipment appropriate to applying safe work practices
- support materials appropriate to activity
- workplace instructions relating to safe work practices and addressing hazards and emergencies
- material safety data sheets
- research resources, including industry related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct,

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EVIDENCE GUIDE

	indirect and supplementary evidence. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

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.

Hazards include:

- chemical spills
- electrical safety work in confined spaces
- excavations, including trenches
- falling objects
- fires
- gases
- hazardous materials
- high or very low temperatures
- HIV and other infectious diseases
- liquids under pressure
- manual handling
- moving machinery and equipment
- noise, dust and vapours
- overhanging beams
- protrusions
- sharp equipment
- traffic
- ultraviolet (UV) radiation
- unplanned collapse

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RANGE STATEMENT

	• working at heights.
Designated personnel to be contacted in case of an emergency, accident, fire or to report a risk such as identification of ACM are:	• designated safety officers, determined by the enterprise, who have undertaken specific safety response training • managers or other senior personnel • personnel competent and/or licensed in the safe handling of asbestos • supervisors.

Safe work practices:	• include:
	  • day to day observation of OHS policies and procedures
	  • emergency procedures
	  • risk assessment
	  • use of basic firefighting equipment
	• relate to:
	  • access to site amenities, such as drinking water and toilets
	  • general requirements for safe use of plant and equipment
	  • general requirements for use of personal protective equipment and clothing
	  • housekeeping to ensure a clean, tidy and safer work area
	  • no drugs and alcohol at work
	  • preventing bullying and harassment
	  • smoking in designated areas
	  • storage and removal of debris.

Duty of care requirements:	• relate to:
	  • legal responsibility under duty of care to do everything reasonably practicable to protect others from harm
	  • relevant state and territory OHS requirements and include employers and self-employed persons, persons in control of the work site, construction supervisors, designers, manufacturers and suppliers, construction workers, subcontractors and inspectors
	• may relate to:
	  • own responsibilities to comply with safe work practices, including activities that

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RANGE STATEMENT

	require licences, tickets or certificates of competency.

Incidents include:	• accidents resulting in personal injury or damage to property
	• near misses or dangerous occurrences that do not cause injury but may pose an immediate and significant risk to persons or property, and need to be reported so that action can be taken to prevent recurrence, for example:
	  • breathing apparatus malfunctioning to the extent that the user's health is in danger
	  • collapse of the floor, wall or ceiling of a building being used as a workplace
	  • collapse or failure of an excavation more than 1.5 metres deep (including any shoring)
	  • collapse or partial collapse of a building or structure
	  • collapse, overturning or failure of the load bearing of any scaffolding, lift, crane, hoist or mine-winding equipment
	  • damage to or malfunction of any other major plant
	  • electric shock
	  • electrical short circuit, malfunction or explosion
	  • uncontrolled explosion, fire or escape of gas, hazardous substance or steam
	  • any other unintended or uncontrolled incident or event arising from operations carried on at a workplace.

Australian government and state or territory OHS legislative requirements include:	• Australian standards • construction industry OHS standards and guidelines • duty of care • health and safety representatives, committees and supervisors • JSA and safe work method statements • licences, tickets or certificates of competency • National Code of Practice for Induction Training for Construction Work • national safety standards

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RANGE STATEMENT

	• OHS and welfare Acts and regulations • safety codes of practice.
Information includes:	• diagrams or sketches • emergency situation contacts • evacuation plans • instructions issued by authorised organisational or external personnel • labels • manufacturer specifications and instructions • memos • MSDS • organisation work specifications and requirements • plans and specifications • regulatory and legislative requirements, such as Acts, regulations and codes of practice • relevant Australian standards • reports of near misses or accidents • safe work procedures or equivalent documentation • safety meeting minutes • signage • verbal or written and graphical instructions • work bulletins • work schedules.
Hazardous materials include:	• ACM • cleaning chemicals, including those in pressurised containers • glues • insulation materials • solvents • treated timber products.
Measures for controlling risk or minimising hazards in accordance with the hierarchy of control include:	• elimination • substitution • isolation • engineering control • administrative control • personal protective equipment.
Signs and symbols include:	• emergency information signs (exits, equipment, first aid) • fire signs (location of fire alarms and

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RANGE STATEMENT

	firefighting equipment) • hazard identification, facility or location signs • regulatory signs (e.g. prohibition, mandatory and limitation or restriction), such as hazard signs (danger and warning) • safety tags and lockout (danger tags, out of service tags) • site safety, directional, traffic and warning signs and symbols.
Asbestos-containing materials are identified:	• includes recognising common types of ACM that may be found in construction materials and buildings • covers asbestos rope/fabrics, asbestos cement sheeting, asbestos cement piping and lagging on pipes, bituminous waterproof membrane, fire doors, electrical switchboards, millboard, and sheeting under ceramic or vinyl floor tiles in wet areas.
Asbestos-containing materials are ***reported*** to:	• person in control of the workplace as set out in the relevant Asbestos Management Code.
Personal protective equipment is to include:	• aprons • arm guards • caps • dust mask/respirators • ear muffs/plugs • gloves • hard hats • high visibility retro reflective vests • jackets • overalls • safety glasses/goggles • steel capped boots • UV protective clothing and sunscreen.
Tools and equipment include:	• firefighting equipment • first aid kit • ladders and work platforms • personal protective equipment.
Materials include:	• first aid materials suitable for emergency first aid treatment of minor injuries.
Prohibited tools and equipment that cannot be used near identified	• high-speed abrasive power and pneumatic tolls, high pressure water cleaners, compressed

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RANGE STATEMENT

ACM include:	air or abrasive blasting • any vacuum cleaning equipment not specifically designed for safe work with asbestos.
Environmental requirements are to cover workplace quality management and include:	• clean-up protection • stormwater protection • waste management.
Types of fire includes:	• electrical, chemical, gas, mechanical, paper, wood or natural fire.
Fire equipment includes:	• breathing apparatus • fire extinguishers • fire hydrant and hoses • fire reel • fire truck • manual firefighting instruments, such as fire blankets.
Emergency response and evacuation procedures include:	• emergencies, such as fire, toxic and/or flammable vapours emission, vehicle/mobile plant accident, structural collapse, chemical spill and injury to personnel • extinguishing fires, organisational first aid requirements and evacuation.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

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Functional area

Functional area

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CPCCSV5010A Interact with clients in a regulated environment

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to initiate and undertake consultation with individuals and groups in regard to building surveying practices.

It includes the identification and implementation of appropriate interaction models according to community demographics, cultural considerations and social stratification; the analysis and evaluation of data to enable informed decision-making; and the presentation of findings to clients and other appropriate stakeholders.

Application of the Unit

Application of the unit

This unit of competency supports the attainment of the understanding and skills to interact with clients in a regulated environment within the context of relevant legislation, the Building Code of Australia (BCA) and Australian standards.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Devise interaction strategies.	1.1. Interested and affected individuals and parties are identified. 1.2. Range of ***interaction strategies*** is identified, assessed for suitability and selected. 1.3. Resources required to conduct interaction are determined. 1.4. Regulations are reviewed to ensure strategies meet all criteria.
2. Assess demographic, cultural, social and psychological considerations.	2.1. Needs of disadvantaged individuals and groups are identified and incorporated form ***relevant information and social theory***. 2.2. Cultural, social and psychological factors are considered and incorporated. 2.3. Urban, ***demographic***, technological, political and economic effects are considered and incorporated. 2.4. Collective community behaviour is assessed.
3. Communicate legislative requirements to	3.1. Information is prepared that is clear, accurate and ***appropriate to the needs of the parties involved***. 3.2. All parties involved are informed of the applicable

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ELEMENT	PERFORMANCE CRITERIA
individuals and groups.	legislation through ***presentation of information***. 3.3. Information is provided to affected parties at an appropriate time and place and in ***an appropriate way***. 3.4. Interaction is undertaken in an orderly manner to ensure all viewpoints are canvassed.
4. Record, analyse and report results.	4.1. Responses are assessed and checked against the project brief. 4.2. Appropriate suggestions for improvement are incorporated into the project brief. 4.3. Accurate report is prepared, including recommendations for approval. 4.4. Overall effectiveness of the interaction is reviewed and evaluated, with action taken where required.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Required skills for this unit are:

- ability to prepare information in alternative formats and to provide access to consultations for diverse groups through interpreters, etc.
- ability to respond to change and contribute to workplace responsibilities, such as current work site environmental and sustainability frameworks or management systems
- communication skills to:
  - consult with the community, including provision of information about legislation
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - read and interpret:
    - regulations
    - legislation
    - other relevant documentation
  - use and interpret non-verbal communication

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REQUIRED SKILLS AND KNOWLEDGE

- use language and concepts appropriate to cultural differences
- written skills to:
  - record and report results of interaction with the community
  - prepare information
- innovation skills to identify and implement appropriate and diverse strategies for interacting with diverse communities
- organisational and time management skills to prepare information for meetings and to arrange and conduct meetings to timelines
- problem solving skills to review feedback and select appropriate suggestions for improvement for inclusion in report
- technological skills to:
  - complete documentation, including information materials and reports
  - enable information gathering and analysis.

Required knowledge

Required knowledge for this unit is:

- effects and psychological theories relevant to working with clients in a regulated environment, such as:
  - social stratification
  - social change
  - technological change
- local factors affecting communities and individuals
- relevant federal, state or territory legislation and local government policy and procedures
- research methods
- strategies for consultation
- urbanisation.

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	This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or

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EVIDENCE GUIDE

	project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • comply with OHS regulations applicable to workplace operations • apply organisational management policies and procedures, including quality assurance requirements where applicable • perform a management role in the identification and implementation of at least one client negotiation and consultation process or equivalent • provide reports to appropriate body/individual as determined by the project brief.
Context of and specific resources for assessment	This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints. Assessment of essential underpinning knowledge will usually be conducted in an off-site context. Assessment is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • an induction procedure and requirement • realistic tasks or simulated tasks covering the mandatory task requirements • relevant specifications and work instructions • tools and equipment appropriate to applying safe work practices • support materials appropriate to activity • workplace instructions relating to safe work practices and addressing hazards and emergencies • material safety data sheets • research resources, including industry related systems information. Reasonable adjustments for people with disabilities must be made to assessment processes

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EVIDENCE GUIDE

	where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments. Validity and sufficiency of evidence requires that: • competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace • where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge • all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. Supplementary evidence of competency may be obtained from relevant authenticated

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EVIDENCE GUIDE

	documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

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.

Interested and affected individuals and parties include:	• existing community groups • government agencies • individuals and special interest groups • private sector businesses • social groups and emergency services.
Interaction strategies include:	• client meetings • home and site visits • meetings of relevant stakeholders • surveys.
Relevant information and social theory include:	• awareness of diverse cultures • collective behaviour • deviance • economic order • inequality • political order social change and interaction • stratification • technology and the environment • the family • urbanisation.
Demographics include:	• age • ethnicity • gender • individual and group profiles • social stratification.

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RANGE STATEMENT

Appropriate to the needs of the parties involved involves:	• providing material in alternative formats, such as:
	  • large print
	  • other languages.

Presentation of information includes:	• computer simulations • display plans • graphics • handouts • models • software presentations • videos.
An appropriate way includes:	• taking into account access issues, such as parking or building access and cultural requirements or protocols • using assistive technology, for example telecommunication device for the deaf (such as TTY) or video captioning • using interpreters, including sign language interpreters.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

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Functional area

Functional area

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CPCCSV5011A Apply building codes and standards to residential buildings

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to ensure that the building process complies with the Building Code of Australia (BCA) and relevant Australian standards.

The unit applies to residential buildings and includes the evaluation and interpretation of building requirements, classification of buildings according to the BCA criteria and strategies for compliance.

Application of the Unit

Application of the unit

This unit of competency supports the attainment of the understanding and skills to apply building codes and standards to residential buildings within the context of relevant legislation, the BCA and Australian standards.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Analyse the purpose and basic intent of the BCA.	1.1. Objectives of the BCA and the purpose of its respective components in relation to ***construction in residential buildings*** and ***building categories*** are evaluated and documented. 1.2. Deemed-to-satisfy (DTS) concept for construction to meet BCA requirements is evaluated and documented.
2. Locate and interpret code and standard requirements applicable to particular projects.	2.1. Clauses from the BCA that apply to particular ***residential building projects requiring review of compliance issues*** are identified and documented. 2.2. Prescriptive requirements of relevant BCA clauses and ***standard specifications*** are determined. 2.3. Requirements of Australian standards referenced in the BCA are identified and documented. 2.4. Special requirements that may be applicable to specific areas of ***building surveying procedures*** are identified and documented.
3. Classify buildings.	3.1. Nature of a building is determined in regard to its proposed use and site arrangement. 3.2. BCA criteria are applied to determine the defined classification.

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ELEMENT	PERFORMANCE CRITERIA
	3.3. BCA requirements are interpreted for multiple classifications.
4. Apply solutions to construction problems for compliance with the BCA.	4.1. Criteria to ensure construction methods comply with the intent of the BCA are determined. 4.2. Alternative approaches to construction problems that comply with the requirements of the BCA are reported. 4.3. Assessment methods used to determine whether a building solution complies with performance requirements or DTS provisions of BCA are analysed and applied. 4.4. Assessment methods are confirmed and identified as appropriate to meet the DTS provisions of BCA.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Required skills for this unit are:

- ability to respond to change and contribute to workplace responsibilities, such as current work site environmental and sustainability frameworks or management systems
- communication skills to:
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - read and interpret:
    - Australian standards
    - BCA
    - other relevant documentation
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
  - written skills to:
    - document building requirements
    - report alternative approaches to construction problem
- innovation skills to develop compliant alternative solutions to construction

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REQUIRED SKILLS AND KNOWLEDGE

problems
- planning and organisational skills to collect, organise and analyse information
- technological skills to:
  - complete documentation and calculations
  - enable information gathering and analysis.

Required knowledge

Required knowledge for this unit is:

- authorities and powers of a building surveyor
- behaviour of structural members undergoing stress, strain, compression, bending or combined actions
- BCA and primary referenced Australian standards
- criteria for Class 1 and 10 buildings
- design, construction and structural principles of buildings
- DTS provisions
- processes for the administration and preparation of documentation
- processes for the interpretation of reports, working drawings and specifications
- relevant federal, state or territory legislation and local government policy and procedures
- research methods.

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	This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.
Critical aspects for assessment and evidence required to demonstrate competency in this	A person who demonstrates competency in this unit must be able to provide evidence of the ability to:

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EVIDENCE GUIDE

unit	• comply with OHS regulations applicable to workplace operations • apply organisational management policies and procedures, including quality assurance requirements where appropriate • classify construction in residential buildings through the evaluation and interpretation of compliance with the BCA and associated reporting of data, findings, recommendations and strategies for at least one residential building project or equivalent in compliance with relevant legislation • provide reports to appropriate body/individual as determined by the project brief.
Context of and specific resources for assessment	This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints. Assessment of essential underpinning knowledge will usually be conducted in an off-site context. Assessment is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • an induction procedure and requirement • realistic tasks or simulated tasks covering the mandatory task requirements • relevant specifications and work instructions • tools and equipment appropriate to applying safe work practices • support materials appropriate to activity • workplace instructions relating to safe work practices and addressing hazards and emergencies • material safety data sheets • research resources, including industry related systems information. Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

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EVIDENCE GUIDE

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

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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.

Construction in residential buildings includes:	• compliance with relevant legislation • design specifications • evaluation, interpretation and adherence to legislative requirements for BCA Class 1 and 10 buildings • maintenance specifications • relevant Australian standards.
Building categories include:	• low-rise residential buildings • single storey buildings.
Residential building projects requiring review of compliance issues include:	• calculation and processing of application or inspection fees • project milestones • provision of site access/facilities • work schedules.
Standard specifications include:	• developed or detailed specifications addressing specific components, such as structural or other requirements • industry standard specifications • preliminary and outline specifications.
Building surveying procedures include:	• mechanical, structural, electrical and other services.

Unit Sector(s)

Unit sector Construction

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Co-requisite units

Co-requisite units Nil

Functional area

Functional area

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CPCCSV5012A Assess timber-framed designs for one and two storey buildings

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to select structural members for a timber-framed domestic building up to and including two storeys.

It includes the evaluation of plans and specifications, and selection of structural members for ceiling and roof framing, timber wall frames, timber stumps, floor bearers and joists. It requires compliance with all relevant legislation, the Building Code of Australia (BCA) and Australian standards.

Application of the Unit

Application of the unit

This unit of competency supports the attainment of the understanding and skills to assess timber-framed designs for one and two storey buildings, assess timber-framed designs, select structural members and identify and rectify faults within the context of relevant legislation, the BCA and Australian standards.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess plans and specifications for size, span and spacing of structural members required in ceiling and roof framing.	1.1. Access is obtained to relevant plans, specifications and documentation related to ***structural members required in ceiling and roof framing*** for required ***building categories***. 1.2. Specified timber species and stress grading are identified. 1.3. True length of common rafter and overhand and economical size of common rafter are determined to support specified roof structure and covering. 1.4. Maximum span of common rafter is determined. 1.5. Position, location and direction of struts and strutting beams to support roof and ceiling loads are determined and documented. 1.6. Method of support at hip and valley rafters is determined and documented. 1.7. Location, direction and span of ceiling joists and hanging beams to support specified roof design are determined and documented. 1.8. Nominated member sizes, spans, spacings and locations are listed, documented and checked for accuracy against plans and specifications.

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ELEMENT	PERFORMANCE CRITERIA
2. Assess plans and specifications for permanent wind bracing requirements for nominated design gust wind speeds.	2.1. Access is obtained to relevant plans, specifications and documentation for ***assessment of timber-framed designs***. 2.2. Location and category of building site is identified against design gust wind speed calculations. 2.3. Wind directions are selected and noted on plans. 2.4. Type and number of bracing units for each wind direction are selected. 2.5. Bracing details and description are documented, based upon calculations.
3. Assess plans and specifications for size, span and spacings of structural members for timber wall frames.	3.1. Access is obtained to relevant plans, specifications and documentation. 3.2. Specified timber species and stress grading are identified. 3.3. Roof load width for walls supporting ceiling and roof structures for a specified roof covering is determined. 3.4. Economical size for common wall studs is determined. 3.5. Size of top and bottom wall plates is determined according to load bearing conditions. 3.6. Size of studs at side window and door opening is determined. 3.7. Size of lintels to nominated openings is determined. 3.8. Size of timber posts and beams supporting overhands is determined. 3.9. Nominated member sizes, spans, spacings and locations are identified, listed, documented and checked against plans and specifications for accuracy.
4. Assess plans and specifications for size, span and spacing of structural members for timber stumps, floor bearers and joists.	4.1. Access is obtained to relevant plans, specifications and documentation. 4.2. Specified timber species and stress grading are identified. 4.3. Economical size for floor bearer and joist to suit maximum spans and spacings is determined. 4.4. Size of timber stumps and footing type and size required to support structural members are determined. 4.5. Size for timber trimmers, working and trimming joists for stair opening to suit maximum spans and

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ELEMENT	PERFORMANCE CRITERIA
	spacings is determined. 4.6. Location, direction and span of bearers and joists to support specified structure are determined. 4.7. Nominated member sizes, spans, spacings, direction and bracings are identified, listed, documented and checked for accuracy against plans and specifications.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Required skills for this unit are:

- ability to respond to change and contribute to workplace responsibilities, such as current work site environmental and sustainability frameworks or management systems
- communication skills to:
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - read and interpret:
    - plans and specifications
    - other relevant documentation
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
  - written skills to record mathematical information
- numeracy skills to apply measurements and calculations
- planning and organisational skills to collect, organise and analyse information
- technological skills to:
  - complete documentation and calculations
  - enable information gathering and analysis.

Required knowledge

Required knowledge for this unit is:

- authorities and powers of a building surveyor
- behaviour of structural members undergoing stress, strain, compression, bending or

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REQUIRED SKILLS AND KNOWLEDGE

combined actions

- grading processes and grade markings used to categorise timber and timber products
- manufactured timber framing systems
- nature of timber and effect of physiology and timber pests on its performance
- processes for the administration and preparation of documentation
- processes for the application of wind force, raking forces, and bracing and tie down systems
- processes for the interpretation of reports, working drawings and specifications
- relevant federal, state or territory legislation and local government policy and procedures
- research methods
- structural, design and construction principles of buildings, including the application of timber in buildings.

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	This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • comply with OHS regulations applicable to workplace operations • apply organisational management policies and procedures, including quality assurance requirements where appropriate • assess timber-framed designs, evaluate plans and specifications, and identify faults; select structural members for roofs, ceilings, walls,

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EVIDENCE GUIDE

	floors and stumps relating to performance and the associated reporting of data, findings, recommendations and rectification strategies for at least one building project of up to two storeys or equivalent in compliance with relevant legislation • provide reports to appropriate body/individual as determined by the project brief.
Context of and specific resources for assessment	This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints. Assessment of essential underpinning knowledge will usually be conducted in an off-site context. Assessment is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • an induction procedure and requirement • realistic tasks or simulated tasks covering the mandatory task requirements • relevant specifications and work instructions • tools and equipment appropriate to applying safe work practices • support materials appropriate to activity • workplace instructions relating to safe work practices and addressing hazards and emergencies • material safety data sheets • research resources, including industry related systems information. Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to

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EVIDENCE GUIDE

	confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments. Validity and sufficiency of evidence requires that: • competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace • where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge • all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence. Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function, for example: • CPCCSV5001A Assess the construction of domestic scale buildings • CPCCSV5006A Assess construction faults in residential buildings.

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EVIDENCE GUIDE

	Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should, as far as is practical, take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

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.

Structural members required in ceiling and roof framing:	• includes evaluation and identification of structural members used in:
	  • ceiling and roof framing
	  • floor bearer and joist installing
	  • timber stumping
	  • timber wall framing
	• suitable for the building design in compliance with:
	  • BCA
	  • design specifications
	  • legislative requirements
	  • maintenance specifications
	  • relevant legislation.

Building categories include:	• all timber-framed domestic scale buildings up to and including two storeys.
Assessment of timber-framed designs:	• includes the identification and recording and reporting of faults, in accordance with workplace providers, in verbal or written

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RANGE STATEMENT

format

- timber-framed designs include:
  - floor framing, such as loose set single storey timber structures and two storey suspended upper floor level construction
  - overhang framing with soffits and eaves, attached carport, attached veranda and attached patio
  - roof framing, such as skillion, gable, hip and valley and cathedral
  - wall framing of various sizes, bracing locations and tie downs.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

Functional area

Functional area

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CPCCSV5015A Assess structural requirements for domestic scale buildings

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to assess the structural requirements of domestic scale buildings and those of a similar loading, construction and size, such as small industrial, commercial or public buildings.

It includes the application of design concepts to the selection, positioning and sizing of all structural members and materials that form a building structure.

Application of the Unit

Application of the unit

This unit of competency supports the attainment of the understanding and skills to assess structural requirements for domestic scale buildings within the context of relevant legislation, the Building Code of Australia (BCA) and Australian standards.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units

Nil

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify structural requirements and loads commonly used in structural design.	1.1. ***Structural requirements*** relating to equilibrium, stability, strength, functionality, economy and aesthetics are determined in ***adherence to legislative requirements***. 1.2. Different types of loading and loading methods and the effect on structures are identified and documented in accordance with BCA, relevant Australian standards, suppliers' technical data and empirical methods.
2. Analyse the effects of force and moments on structural elements.	2.1. Force, moments and equilibrium of force and the effects on structures are identified and ***analysis*** is conducted and recorded. 2.2. Equilibrium of forces for co-planar systems in consideration of stability is identified and compared for performance.
3. Analyse properties and behaviour of structural materials.	3.1. Effect of force on materials in tension, compression, stress, strain and elasticity is identified and recorded. 3.2. Structural properties and performances are differentiated for common materials and recorded.

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ELEMENT	PERFORMANCE CRITERIA
4. Identify section properties of structural elements and their effect on structural performance.	4.1. Cross-sectional geometry and common structural shapes are identified. 4.2. Section properties and the relationship between first and second area moments, section modules and gyration and deflection of beams are identified and compared for performance. 4.3. Section properties' values for I (moment of inertia), Z (section modulus) and R (radius) for common sections are determined using tables or standard formulas and compared for performance.
5. Compare the performance and properties of spanning elements.	5.1. Structural considerations of loaded spanning elements for bending moments, shear forces, deflection and torsion are determined and compared for performance. 5.2. Bending behaviour and performance of loaded support beams of various types, shapes, spans and loads are determined and compared for performance. 5.3. Effect that connections have upon the structural performance of beams is identified and compared for performance. 5.4. Principles of slab behaviour in relation to spans and stress distribution are identified and compared for performance.
6. Determine performance criteria for columns.	6.1. Effect of slenderness ratio that changes in length, cross-sections, connections and materials will have on the strength of a column are determined and compared for performance. 6.2. Eccentric and axial load effect on the strength of column section and materials are determined and compared for performance.
7. Identify factors affecting design of connections between structural elements.	7.1. Transmission of forces between structural elements are determined and compared for performance. 7.2. Methods of distributing stresses in connections between structural elements are determined and compared for performance.
8. Outline how loads of various types occur and impinge on a building structure.	8.1. Differences between types of loading, including dead load, live load, wind load, earthquake load and other load, causing actions are determined and compared for performance. 8.2. Dead and live loads using BCA and relevant Australian standards are determined. 8.3. Indication of direction of wind pressures on the

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ELEMENT	PERFORMANCE CRITERIA
	various surfaces of buildings specified in BCA and relevant Australian standards are determined.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Required skills for this unit are:

- ability to respond to change and contribute to workplace responsibilities, such as current work site environmental and sustainability frameworks or management systems
- communication skills to:
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - read and interpret:
    - BCA
    - relevant Australian standards
    - other relevant documentation
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
  - written skills to report findings and provide reports
- numeracy skills to analyse and apply complex mathematical information
- planning and organisational skills to collect, organise and analyse information
- technological skills to:
  - complete documentation and calculations
  - enable information gathering and analysis.

Required knowledge

Required knowledge for this unit is:

- behaviour of structural members undergoing stress, strain, compression, bending or combined actions
- nature of materials and effect on performance
- processes for the interpretation of working drawings and specifications
- processes for the preparation of documentation

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REQUIRED SKILLS AND KNOWLEDGE

- relevant federal, state or territory legislation and local government policy and procedures
- research methods
- structural and design principles for buildings.

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	This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • comply with OHS regulations applicable to workplace operations • apply organisational management policies and procedures, including quality assurance requirements where applicable • assess, identify and report on findings for the design, positioning and sizing of structural members of at least one domestic scale building project or equivalent • provide reports to appropriate body/individual as determined by the project brief.
Context of and specific resources for assessment	This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints. Assessment of essential underpinning knowledge will usually be conducted in an off-site context.

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EVIDENCE GUIDE

Assessment is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include:

- an induction procedure and requirement
- realistic tasks or simulated tasks covering the mandatory task requirements
- relevant specifications and work instructions
- tools and equipment appropriate to applying safe work practices
- support materials appropriate to activity
- workplace instructions relating to safe work practices and addressing hazards and emergencies
- material safety data sheets
- research resources, including industry related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace

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EVIDENCE GUIDE

- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

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.

Assessment of ***structural requirements***:	• includes:
	  • analysis of engineering drawings
	  • evaluation of site physicality
	  • identification of safe structural practices
	• may require actual site visits.

Adherence to legislative	• domestic scale buildings (similar in characteristics to those of residential dwellings

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RANGE STATEMENT

requirements is limited to:	in terms of loading, construction and size and may include small industrial, commercial and public buildings).

Analysis includes:	• 'I' (moment of inertia) values
	• base unit mass, density, velocity, acceleration, force and stress
	• column changes in length, cross-sectional, restraints, material and eccentricity
	• cross-sectional geometry and common structural shapes
	• deflections for symmetrically loaded, simply supported timber beams of various shapes, spans and loads
	• directions of wind pressure loads
	• force on materials in tension, compression, stress, strain and elasticity
	• forces associated with levers identified by direction and value
	• forces for co-planar non-current force systems
	• load differences, including:
	  • dead load
	  • live load
	  • wind load
	  • earthquake load
	• minimum bracing requirements
	• removal of trusses
	• restraints for use with beams
	• second area moments and deflection of beams
	• simple roof truss transmission force
	• structural properties differentiated for common materials
	• symmetrically loaded simply supported situations for:
	  • bending moments
	  • deflection
	  • shear forces
	  • torsion
	• tension and compression stresses of roof members
	• wind forces and wind velocity for bracing.

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Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

Functional area

Functional area

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CPCSUS4001A Implement and monitor environmentally sustainable work practices

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit of competency specifies the outcomes required to effectively analyse, implement and monitor environmentally sustainable work practices and their effectiveness on a work site, including contributing to consumer environmental efficiency.

Application of the Unit

Application of the unit This unit of competency supports the needs of those with responsibility for a specific area or site of work, or those who lead a work group or team by using processes and techniques necessary to implement and monitor environmentally sustainable work practices, including the development of processes and tools.

The context of this competency applies to all sectors of the construction industry. It may be applied to all sections of an organisation, including a work site, designated work area, in transit and/or an office.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Investigate current practices in relation to resource usage.	1.1. Environmental regulations applying to the organisation are identified. 1.2. Procedures for ensuring ***compliance*** with environmental regulations are assessed. 1.3. Information on ***environmental and resource efficiency*** systems and procedures are collected, and where appropriate, provided to ***stakeholders***, ***key personnel and specialists***. 1.4. Current resource usage is measured and documented by members of the work group. 1.5. Current ***purchasing strategies*** are analysed and documented. 1.6. Current work processes and products are analysed to access information and data and to assist in identifying areas for improvement.
2. Set targets for improvement.	2.1. Input is sought from stakeholders, key personnel and specialists and shared with them as appropriate. 2.2. External sources of information and data are accessed as required. 2.3. Alternative solutions to work site environmental issues are evaluated.

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ELEMENT	PERFORMANCE CRITERIA
	2.4. Efficiency targets are set.
3. Implement performance improvement strategies.	3.1. ***Techniques and tools*** are sourced to assist in achieving targets. 3.2. Continuous improvement strategies are applied to work site, including ideas and possible solutions to communicate to stakeholders, key personnel and specialists. 3.3. Environmental and resource efficiency improvement plans for work site and clients are integrated with other operational activities and implemented. 3.4. ***Suggestions*** and ideas about environmental and resource efficiency management are sought from stakeholders, key personnel and specialists and shared with them to act on as appropriate. 3.5. Costing strategies are implemented to fully value environmental assets and are shared with stakeholders, key personnel and specialists as necessary.
4. Monitor performance.	4.1. Outcomes are documented and reports on targets are communicated to key personnel and stakeholders. 4.2. Strategies are evaluated. 4.3. New targets are set and new tools and strategies investigated and applied. 4.4. Successful strategies are promoted and, where possible, participants rewarded.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

Required skills for this unit are:

- ability to source/identify the latest industry environmental sustainability concepts and technologies
- applying learning to future opportunities
- change management skills
- communication skills to:

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REQUIRED SKILLS AND KNOWLEDGE

- answer questions
- clarify and acknowledge suggestions relating to work requirements and environmental efficiency with stakeholders
- enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
- read and interpret:
  - documentation
  - environmental and resource efficiency requirements
- support information flow between various internal and external stakeholders to resolve and report on environmental and resource efficiency issues
- use and interpret non-verbal communication
- use language and concepts appropriate to cultural differences

- creating tools to measure and monitor improvements and report on outcomes to stakeholders
- innovation skills to identify improvements, apply knowledge about resource use to organisational activities and customer service, and develop resource efficiency tools
- numeracy skills to analyse data on company and stakeholder resource consumption and waste product volumes
- problem solving skills to recognise and analyse problems, including:
  - devising approaches
  - implementing and reflecting on environmental and water, energy or resource efficiency management policies and procedures relevant to work site to improve environmental sustainability
  - share alternative approaches as required
- skills to relate to different genders and people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- technology skills, including the ability to:
  - operate and shut down equipment
  - where relevant, use software systems for recording and filing documentation for measurement and improvement of resource usage and consumption.

Required knowledge

Required knowledge for this unit is:

- how tradespersons can contribute to environmental sustainability
- knowledge of compliance requirements for all relevant environmental and sustainability legislation, regulations and codes of practice including resource hazards and risks associated with work site:
  - supervision
  - job specifications
  - strategies and procedures to maximise opportunities and minimise impacts

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REQUIRED SKILLS AND KNOWLEDGE

relevant to stakeholders and personal area of responsibility

- relevant knowledge of environmental, resource and energy/water efficiency issues, systems and procedures specific to industry practice
- knowledge of best practice approaches and quality assurance systems relevant to area of responsibility and industry
- ability to identify and advise on water/energy efficiency opportunities for stakeholders and key personnel
- supply chain procedures
- OHS issues and requirements
- organisational structure and reporting channels and procedures
- terms and conditions of employment, including policies and procedures, such as:
  - daily tasks
  - equal opportunity
  - work area responsibilities
  - worker, supervisor and employer rights.

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	This unit of competency could be assessed by analysing and monitoring effective sustainable work practices on a construction project work site. This unit of competency can be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • implement and monitor integrated environmental and resource efficiency management policies and procedures within a work site, including:

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EVIDENCE GUIDE

- access, collect, analyse and organise information from a number of sources to provide information, advice and tools or resources for improvement opportunities to stakeholders and key personnel
- identify possible areas for improved practices and resource efficiency for stakeholders
- communicate benefits of changing practices to work team and customers
- implement new approaches and improvement plans, including planning and organising activities for staff and stakeholders in relation to:
  - measurement of current use
  - devising strategies to improve environmental and resource efficiency issues
  - reporting as required ensuring appropriate action is taken within work site in relation to environmental and sustainability compliance and potential hazards
- monitor and evaluate improvement plans and efficiency targets, using evaluation and monitoring tools and technology to potentially revise and adjust approaches and strategies to ensure continuous improvement.

Evidence that could be used, reflecting the requirements of the unit of competency and work being performed as evidence, include:

- reports of activities of work group in relation to:
  - measurement of resources and efficiency
  - development of improvement strategies
- work plans outlining approaches to improved practices, with documented benchmarks
- invoices from stakeholders specifying materials recommended for improved efficiency and those actually used
- quotes and tenders
- lists of environmental hazards, risks and inefficiencies, and opportunities for

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EVIDENCE GUIDE

improvements identified in the work site
- work samples, tools, techniques or simulated activities and the outcomes.

Processes may include:

- relevant authenticated correspondence
- way in which advice is sought and suggestions made about improvements from stakeholders and key personnel
- evidence of implementation of programs, such as:
  - green building program
  - supply chain program for purchasing sustainable products
  - environmental site management framework or product recommendations
- notes on understanding external benchmarks and support for particular benchmarks to be used, with expected outcomes and including approaches to recommend products and practices to stakeholders for improving their resource use.

Resource implications for assessment must include:

- observation by the assessor over a period of time and in a range of situations and/or evidence provided to the assessor in written or verbal form, including:
- implementing tools and techniques
- review of work site and stakeholders/key personnel to assess and measure resource use, hazards and compliance
- application of learning to future activities
- recommended products and practices to stakeholders
- access to a range of information and resources for assessment as listed in the range statement, such as:
  - environmental and sustainability legislation
  - compliance documentation
  - organisational and procedural requirements or organisation plans
  - work supervision and work site documentation, including personnel and

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	responsibilities • quotes, tenders, invoices.
Context of and specific resources for assessment	This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints. Assessment of essential underpinning knowledge will usually be conducted in an off-site context. Assessment is to comply with relevant regulatory or Australian standards' requirements. Resource implications for assessment include: • an induction procedure and requirement • realistic tasks or simulated tasks covering the mandatory task requirements • relevant specifications and work instructions • support materials appropriate to activity • workplace instructions relating to safe work practices and addressing hazards and emergencies • material safety data sheets • research resources, including industry-related systems information. Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	Assessment methods must: • satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • confirm that competency is verified and able to be transferred to other circumstances and environments.

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EVIDENCE GUIDE

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

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.

Compliance includes:

- meeting relevant Acts, laws, by-laws and regulations, codes of practice or best practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection,

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RANGE STATEMENT

	Biodiversity Conservation Act and Building Code of Australia)
	• levels include:
	  • federal
	  • industry
	  • international
	  • local government
	  • organisation
	  • reporting breaches
	  • state and territory.

Environmental and resource efficiency includes:	• approaches of industry associations, such as:
	  • Australian Building Greenhouse Rating
	  • green plumbers
	  • green purchasing
	  • Housing Industry Association (HIA) GreenSmart
	  • ISO 14001 Environmental Management Systems
	  • lifecycle thinking
	  • Master Builders Association of Victoria Green Living, Leadership in Energy and Environmental Design (LEED), or Green Building Council of Australia (GBCA) Green Star environmental rating system
	  • National Australian Building Environmental Rating Scheme (NABERS)
	  • product stewardship
	  • supply chain management
	  • Victoria Stormwater Management Guidelines of the Environment Protection Authority (EPA)
	• implementing and using alternative practices, procedures or materials to reduce or eliminate resource consumption on work site
	• recommendations to stakeholders, including:
	  • addressing environmental and resource sustainability initiatives, such as an environmental framework, action plan, recommendations, surveys and audits with stakeholders and key personnel
	  • efficient water use (e.g. rainwater tanks,

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RANGE STATEMENT

	grey water sprinkler systems or timers) • energy use (e.g. equipment/appliances installed; equipment, appliance and tool maintenance; transporting materials; heating and cooling; and building efficiency) • environmental site management • evaluating and implementing most appropriate waste treatment, including waste to landfill, recycling, re-use, recoverable resources and wastewater treatment through site management • improving resource, energy and water efficiency • including environmental performance in tender and quote specifications • initiating and maintaining appropriate work site procedures for operational energy consumption, including stationary and non-stationary (transport) energy • preventing and minimising risks and maximising opportunities on work site and for stakeholders • reducing emissions of greenhouse gases • reducing material usage • reducing stormwater pollution • reducing use of non-renewable resources • types of products and materials used • reference to standards, guidelines, industry association standards, codes of practice and best practice approaches such as: • federal government standards, including five-star rating for all new homes.
Stakeholders, ***key personnel and specialists*** (individuals and groups) both within and external to the organisation who have direct or indirect interest in the organisation's conduct, actions, products and services, include:	• clients • employees at all levels of the organisation • government • investors • key personnel within the organisation • local community • specialists outside the organisation who may have particular technical expertise • suppliers

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RANGE STATEMENT

	• other organisations.
Purchasing strategies include:	• influencing stakeholders to take up environmental sustainability approaches and products • researching and participating in programs, such as a supply chain program to purchase sustainable products (such as radial timber, sustainable timber, and low flow fittings and appliances).
Techniques and tools include:	• accessing the skills of others as appropriate to the specific industry context • environmental site management plans • examination of invoices from suppliers • examination of relevant information and data • integration of environmental and sustainability specifications in quotes and tenders • measurements made under different conditions • recommendation of sustainable products and practices to stakeholders.
Suggestions include:	• eliminating the use of hazardous and toxic materials • expressing green purchasing power through using and recommending a selection of suppliers with improved environmental performance (e.g. green power, lifecycle thinking, product stewardship, energy or water efficiency) • ideas that help to improve energy and water efficiency • making more efficient use of resources, materials, energy and water • maximising opportunities to use renewable, recyclable, reusable and recoverable resources (energy, water, materials, products and waste) • preventing and minimising risks and maximising opportunities, such as use of renewable energy such as solar or grey water, and other alternative forms of water, energy and resources • recommending and using alternative sustainable products, materials, procedures, practices and installation techniques • reducing emissions of greenhouse gases by

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	reducing waste and transport • reducing the consumption of non-renewable resources, such as water, fuel, and materials • seeking alternative sources of water and energy or encouraging conservation.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

Functional area

Functional area

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CPPSEC1002A Apply retail security procedures

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to be aware of and report potential security risk situations in a retail environment. It requires knowledge and understanding of the range of potential security risks relevant to a retail environment, the types of suspicious customer behaviour, methods for reporting such risks and a basic understanding of legislation which may relate to the identified risk situations.

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

Application of the Unit

Application of the unit

This unit of competency has wide application in a range of work roles in the security industry (such as a department store). Competency requires the attainment of knowledge and understanding of potential security risk situations under supervision.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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 required 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/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify legislative and organisational requirements.	1.1 Basic ***legislative*** and ***organisational requirements*** relevant to security in a retail environment are identified and explained. 1.2 Organisational ***security procedures*** are identified and explained. 1.3 ***Duty of care requirements*** are identified and explained. 1.4 Own level of authority, role and responsibilities are identified and explained. 1.5 Role of ***designated personnel*** for security response is identified and explained 1.6 ***Occupational Health and Safety*** (***OHS***) ***requirements*** are identified and explained.
2 Identify security risks in a retail environment.	2.1 Potential ***security risks*** relevant to a retail environment are identified and explained. 2.2 ***General procedures for monitoring*** security of a retail environment are identified and explained. 2.3 Factors which increase security risk are identified and explained. 2.4 Types and purpose of ***security equipment*** are identified and explained. 2.5 Emergency and evacuation procedures are identified and explained. 2.6 Procedures for first aid response are identified and explained.
3 Identify retail security risk	3.1 Organisational ***procedures for reporting*** security risks in a retail environment are identified and explained.

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ELEMENT	PERFORMANCE CRITERIA
reporting processes.	3.2 Chain of command of designated personnel is identified and explained. 3.3 ***Communication channels*** and ***modes*** are identified and explained. 3.4 ***Communication equipment*** appropriate to the purpose is identified and explained.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- comprehension skills to:
  - explain the basic security legislative requirements which will be applicable to own work environment and role
  - explain the range of potential security risks or incidents relevant to a retail environment
  - explain general procedures for monitoring security in a retail environment
  - explain the general methods for observing potential security risks or suspicious customer behaviour
  - explain the chain of command and communication channels
  - explain security equipment, systems and procedures in accordance with organisational policy
  - explain organisational detection and apprehension procedures
  - explain the types of suspect customer behaviour
  - explain procedures for reporting identified security risks or incidents in a retail environment
- communication and interpersonal skills to:
  - ask effective questions
  - clarify security procedures
  - give accurate verbal or written descriptions of security risks or incidents
  - interpret selected pictorial, graphical and written signs and instructions
  - relay information to others.

Required knowledge

- applicable commonwealth, state or territory legislation relevant to own work environment and role

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REQUIRED SKILLS AND KNOWLEDGE

- applicable OHS requirements
- communication chain of command
- communication modes and security equipment and systems relevant to own work environment
- duty of care requirements of self and others
- general methods for observing incidents and monitoring risks within a retail environment
- general procedures for emergency, evacuation and first aid response
- general procedures for reporting identified security risks or suspicious customer behaviour
- guidelines for use of force
- organisational procedures for responding to security alarms
- own responsibilities to comply with safe working practices
- potential security risk situations relevant to a retail environment
- role of designated personnel for security response
- signs or indications that items (eg cargo, goods, packages, baggage) have been left unattended or tampered with
- surveillance techniques.

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.

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

A person who demonstrates competency in this unit must be able to provide evidence of understanding and knowledge of the following:

- applicable legislative, organisational and OHS requirements relevant to security of a retail environment including duty of care requirements, and own role, responsibilities and level of authority
- applicable organisational policies and procedures and industry codes of practice relevant to security and theft prevention in a range of contexts and situations
- general procedures for emergency, evacuation and first aid response
- general procedures for monitoring a retail environment
- general procedures for reporting identified retail security risks

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	or suspicious customer behaviour to designated personnel including appropriate communication equipment and modes • the range of potential security risks relating to a retail environment.
Context of and specific resources for assessment	Context of assessment includes: • a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement. Resource implications for assessment include: • access to a suitable venue and equipment • access to plain English version of relevant statutes and procedures • work schedules, organisational policies and duty statements • assessment instruments including personal planner and assessment record book • access to a registered provider of assessment services. Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment	This unit of competency should be assessed using questioning of underpinning knowledge and skills.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge. Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical. Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

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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.

Legislative requirements may relate to:

- applicable Crimes Acts and Codes
- Australian standards, quality assurance and certification requirements
- Aviation and Maritime Transport Acts and Regulations
- award and enterprise agreements
- consumer law
- general 'duty of care' responsibilities
- privacy and confidentiality
- relevant commonwealth, state and territory legislation which affect organisational operation:
  - anti-discrimination and diversity
  - equal employment opportunity
  - industrial relations
  - OHS
- relevant industry codes of practice
- security licensing or certification
- Trade Practices and Fair Trading Acts.

Organisational requirements may relate to:

- access and equity policy, principles and practice
- client service standards
- code of conduct
- code of ethics
- communication channels and reporting procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- security licensing
- OHS policies, procedures and programs
- organisational goals, objectives, plans, systems and processes
- policies and procedures relating to own role, responsibility and delegation
- reporting systems, procedures and processes.

Security procedures may relate to:

- armed hold-up
- cash and credit cards
- customers eg bag checking
- equipment eg alarms
- keys

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- premises
- records
- staff
- stock
- sales representatives, contractors or vendors
- surveillance.

Duty of care requirements:

- relate to the legal responsibility under "duty of care" to do everything reasonably practicable to protect others from harm
- may relate to own responsibilities to comply with safe working practices including activities which require licences or certificates of competency.

***Designated personnel* may include**:

- emergency services (eg police, ambulance, fire brigade, emergency rescue)
- first aid officer
- OHS representatives
- security personnel
- supervisor.

Occupational Health and Safety* (*OHS*) *requirements may relate to:

- controlling and minimising risks
- correct manual handling including shifting, lifting and carrying
- first aid
- identifying and reporting hazards and risks
- knowledge of emergency and evacuation procedures
- transporting and storing cash, people, property and dangerous goods
- using and maintaining equipment
- using and maintaining personal protection equipment
- using and storing hazardous materials and substances.

***Security risks* may include**:

- spills eg liquid, chemical
- injury to persons eg customers, sales representatives, contractors or vendors
- persons carrying weapons
- persons causing a public nuisance
- persons demonstrating suspicious behaviour
- persons under the influence of intoxicating substances
- persons with criminal intent
- terrorism
- theft
- unattended packages, goods, baggage or cargo
- unattended vehicles in areas not designated for parking
- vandalism
- violence or physical threats.

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***General procedures for monitoring* may include**:	• following designated organisational procedures • maintaining vigilance and awareness of security while at work to promptly recognise risks or incidents • observing individual or group behaviour • recording details of observed risk situations.
***Security equipment* may include**:	• alarms • dye tags • locked and secure areas • mirrors • surveillance equipment eg cameras, CCTV (Closed Circuit Television).
***Procedures for reporting* security risks may include**:	• completing documentation such as logs, journals and activity reports • completing police reports • completing written and computer reports • contacting designated personnel • recording security risk and incident details • requesting security assistance.
***Communication channels* may include**:	• direct line supervision paths • formal communication pathways • lateral supervision paths • organisational networks.
***Communication modes* may include**:	• alarms • call codes and signs • electronic communication • hand signals • verbal communication • written communication.
***Communication equipment* may include**:	• megaphone • mobile telephone • public address system • telephone • two-way radio.

Unit Sector(s)

Unit sector Security

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Competency field

Competency field Operations

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CPPSEC3007A Maintain security of environment

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to maintain the safety and security of premises. It requires the ability to communicate effectively, maintain operational safety and respond appropriately to security risk situations.

This unit may form part of the licensing requirements for persons engaged in security operations in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has wide application in the security industry in those roles involving operational activities. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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 required 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/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Maintain effective relations.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to ***assignment instructions*** are identified and complied with. 1.2 Effective ***interpersonal techniques*** are used to develop, support and promote confidence with ***relevant persons***. 1.3 Communication is courteous, professional and sensitive to individual ***social and cultural differences***. 1.4 Personal presentation is maintained in accordance with organisational requirements.
2 Maintain operational safety.	2.1 ***Environmental factors*** are continually monitored, assessed and reviewed to identify distinctive features and any change in characteristics that might indicate unusual or suspicious behaviour. 2.2 Personal safety checks are made on a systematic and routine basis in accordance with organisational procedures. 2.3 Communication is maintained continually throughout security operations using appropriate ***communication channels and processes***. 2.4 ***Resources and equipment*** are maintained and used appropriate to the security operation. 2.5 ***Security risk situations*** are accurately identified and assessed for degree of risk to self, others, property and premises.
3 Respond to security risks.	3.1 ***Response*** is formulated and carried out within scope of own role, competence and authority. 3.2 Changing circumstances are monitored and responses are

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ELEMENT	PERFORMANCE CRITERIA
	adjusted as required to maintain security.
	3.3 Response initiative maximises the safety and security of self, others, property and premises.
	3.4 Requirements for specialist assistance or advice is identified and promptly sought in accordance with organisational procedures.
	3.5 Relevant ***documentation*** is completed and securely maintained with due regard to confidentiality in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communicate effectively with people from different social, cultural and ethnic backgrounds and of varying physical and mental abilities
- communicate using appropriate channels and communication codes and signals
- determine response appropriate to security risk situation
- facilitate commonsense solutions within operating parameters
- identify and comply with applicable legal and procedural requirements including licensing requirements
- identify and comply with security incident response procedures
- identify security risk factors and conduct risk assessment
- minimise hazards and risks to the health and safety of self and others
- operate security and communications equipment
- present a professional image to members of the public and colleagues
- read, analyse and interpret information
- recognise support and assistance requirements
- record and report information
- select and use equipment appropriate to the security operation.

Required knowledge

- applicable legislative provisions relevant to 'use of force' guidelines and licensing requirements
- bomb threat and counter-terrorism procedures
- communication channels, codes and signals
- documentation procedures and processes

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REQUIRED SKILLS AND KNOWLEDGE

- emergency and evacuation procedures and instructions
- first aid principles and procedures
- limits of own responsibility and authority
- methods of restraint and associated effects (eg, restraint related injury or death)
- observation and monitoring techniques
- operational principles of security, communication and protective equipment
- premises layout and access points
- principles of effective communication including interpersonal techniques
- reporting structure and processes
- structure and responsibilities of the emergency services agencies
- types of security situations which may be encountered during guarding operations and appropriate responses.

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.

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

A person who demonstrates competency in this unit must be able to provide evidence of:

- identifying and assessing all factors which might impact on the safety and security of persons and property
- formulating and implementing appropriate responses or contingency measures to maintain security
- systematically monitoring security activities and varying operational plans as required to meet changing circumstances
- maximising the safety and protection of people involved in incidents while carrying out response activities
- communicating effectively on a one-to-one and group basis with people from a range of diverse backgrounds and of varying abilities
- providing accurate and constructive operational observations and completing documentation in an appropriate style and format.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements,

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performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment
- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

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

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regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - Occupational Health and Safety (OHS)
- relevant industry codes of practice
- telecommunications
- trespass and the removal of persons
- use of restraints and weapons:
  - batons
  - firearms
  - handcuffs
  - spray.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes

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	and standards • resource parameters and procedures • roles, functions and responsibilities of security personnel • storage and disposal of information.
Assignment instructions may include:	• assignment purpose and objective • assignment tasks and procedures • assignment timeframe • client identification information • incident and security risk response procedures • monitoring objectives • personal presentation requirements • personal protection equipment • premises location and layout • reporting and documentation requirements • resource and equipment requirements.
Interpersonal techniques may involve:	• active listening • being non-judgemental • being respectful and non-discriminatory • constructive feedback • control of tone of voice and body language • culturally aware and sensitive use of language and concepts • demonstrating flexibility and willingness to negotiate • effective verbal and non-verbal communication • maintaining professionalism • providing sufficient time for questions and responses • reflection and summarising • two-way interaction • use of plain English • use of positive, confident and cooperative language.
Relevant persons **may include**:	• clients • colleagues • emergency services personnel • members of the public • supervisor.
Social and cultural differences **may relate to**:	• dress and personal presentation • food • language • religion • social conventions • traditional practices • values and beliefs.

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Environmental factors may relate to:	• access to assistance and resources • availability of exits and opportunities for escape • crowds • different degrees of light including low light and darkness • presence of several sources of threat • time of day • weather.
Communication channels and processes may relate to:	• direct line supervision paths • established communication protocols • formal communication pathways • lateral supervision paths • organisational communication networks • verbal and non-verbal communication procedures eg pro-words, phonetic alphabet, call signs, coded messages, use of abbreviations, hand signals.
Resources and equipment **may include**:	• access to emergency services and specialist personnel • back-up personnel • business equipment eg computers and computer applications • communication equipment eg two-way radio, pager, mobile telephone • defensive equipment eg batons, firearm, and the relevant licenses, permits and storage facilities • fire fighting equipment • first aid kit • personal protection equipment • security equipment eg electronic screening equipment, video cameras and monitors, alarms and signals.
Security risks may relate to:	• breaches of law eg criminal damage, offences against people, public order, misuse of drugs and alcohol • emergencies eg fire, scenes of crime, accidents • hazards eg physical, chemical, electrical, psychological, biological • threats eg bombs, sabotage, assassination.
Response **may involve**:	• checking identification • defusing the situation • evacuating the premises • isolating area of potential risk • isolating risk • issuing verbal warnings • notifying relevant emergency services agencies • offering assistance

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- provision of first aid
- request for support and assistance
- restraint of person
- tactical withdrawal
- use of basic defensive techniques
- use of negotiation techniques.

***Documentation* may include**:

- activity logs
- incident reports
- records of conversation
- request for assistance forms
- running sheets
- vehicle and personnel movements
- written and electronic reports.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Operations

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CUADES403 Research and apply techniques in spatial design

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

Application

This unit describes the skills and knowledge required to test and apply techniques for the production of models or maquettes for spatial designs.

It applies to individuals who generate ideas and solutions for the layout of spaces. Spatial design solutions are required for exhibitions, fit-outs for exterior spaces or environments, and fit-outs for building foyers and offices, special events and theatre sets.

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

Unit Sector

Design – design process

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan and organise requirements	1.1 Interpret requirements of design briefs, in consultation with clients or colleagues 1.2 Research financial, physical and human resources required for developing design concept to prototype stage 1.3 Investigate environmental, ethical and technical factors that impact on selection and use of resources 1.4 Select and prepare resources based on research into designs and approaches used for similar spaces, and relevant standards or

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ELEMENT	PERFORMANCE CRITERIA
	legislative requirements
2. Test design approaches	2.1 Produce preliminary visuals 2.2 Experiment with range of techniques and processes to test design approaches 2.3 Evaluate, challenge and refine testing processes 2.4 Critique own work and seek feedback as required 2.5 Document outcomes of testing 2.6 Select final design approach based on outcomes of testing and input from others
3. Make spatial design models or maquettes	3.1 Scope work and determine requirements for object fabrication 3.2 Select and organise materials, tools and equipment for fabrication according to design approach 3.3 Make models or maquettes consistent with design concepts and briefs 3.4 Respond to feedback and refine work as required 3.5 Present models or maquettes within agreed timeframes

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	1.1-1.4	• Evaluates detailed textual and visual information to determine conceptual and production requirements, including relevant legislation and standards
Writing	1.2, 1.4, 2.5	• Uses clear, specific language and industry-related terminology to document resources information and outcomes from idea development and testing processes
Oral Communication	1.1, 2.4, 2.6, 3.4, 3.5	• Uses questioning and active listening techniques to elicit feedback and confirm understanding • Selects and uses appropriate strategies to respond to feedback and present sample designs to others
Numeracy	1.2, 3.1	• Identifies financial needs from information that may be embedded in texts and calculates resource

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		requirements
Navigate the world of work	1.3, 1.4	• Understands purpose of own role and related responsibility for compliance with relevant legal and ethical requirements and design standards when planning and undertaking design work
Interact with others	1.1, 2.4, 2.6, 3.4, 3.5	• Collaborates with others to discuss work process and outcomes, elicit feedback and identify improvements • Selects and uses appropriate communication conventions and techniques to respond to feedback and present prototypes to others
Get the work done	1.2, 1.4, 2.1-2.3, 2.6, 3.1-3.4	• Plans, organises and completes tasks required to meet project and time requirements • Makes a series of analytical decisions about design options and appropriate resources required for a range of design outcomes and their representation, using input from others when required • Directs own exploration of techniques and processes, and critically evaluates effectiveness of test samples

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
CUADES403 Research and apply techniques in spatial design	CUVDES405A Research and apply techniques in spatial design	Updated to meet Standards for Training Packages. Minor edits to elements and performance criteria to clarify intent.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5

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Assessment Requirements for CUADES403 Research and apply techniques in spatial design

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

Performance Evidence

Evidence of the ability to:

- interpret requirements in a design brief in consultation with relevant people
- identify and prepare resources required to respond to the design brief
- test and use a range of approaches and techniques for the design of products, and document the results of testing
- create a prototype based on selected design approach.

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 factors that impact on the selection and use of resources
- identify materials, tools and equipment, and their capabilities and application to product design and manufacture
- outline the role of experimentation and testing in the design process
- describe the techniques and processes used to test design approaches
- outline legislation and standards relevant to spatial design.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- spatial design briefs
- equipment, tools and materials used to produce models or maquettes of spatial designs
- a suitable work space.

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Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5

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FWPCOR2201 Work effectively in the forest and forest products industry

Modification History

Release	Comment
1	Replaces equivalent unit FPICOR2201B Work effectively in the forest and forest products industry, which was first released with FPI11 Forest and Forest Products Training Package Version 1. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to work effectively in the forest and wood products industry; including meeting the legal and organisational requirements of the job role, prioritising tasks and learning about the industry and its operations. The unit applies to those working in a broad range of roles and in operations of all sizes, including a forest environment, saw mill, wood chip mill, veneer mill, board/plywood mill, timber treatment plant, downstream processing of timber and forest products sales and service.

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

Harvesting and Haulage

Sawmilling and Processing

Timber Manufactured Products

Timber Merchandising

Wood Panel Products

Timber Truss and Frame Design and Manufacture

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Elements and Performance Criteria

ELEMENTS ***Elements describe the essential outcomes.***	**PERFORMANCE CRITERIA** ***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.***
1. Identify and follow legal and procedural requirements	1.1 Identify workplace health and safety, environmental and organisational requirements relevant to working effectively in the forest and forest products industry. 1.2 Check organisational requirements relating to work order. 1.3 Identify organisation's quality standards.
2. Prioritise and complete daily work activities	2.1 Check own role and clarify responsibilities. 2.2 Identify, prioritise and complete work tasks within designated timeframes according to work order. 2.3 Review factors negatively affecting the achievement of work tasks and report to appropriate personnel. 2.4 Select equipment appropriate to work task requirements and use it according to manufacturer instructions. 2.5 Work consistently with organisational and legal requirements for diversity, access and equity, and equal employment opportunity.
3. Identify and access future learning opportunities	3.1 Actively seek feedback on performance to identify areas for improvement. 3.2 Undertake professional development in line with organisational procedures. 3.3 Seek support to assist and improve own performance to achieve personal and organisational goals and objectives. 3.4 Record and report information regarding learning and competency development in line with organisational requirements.

Foundation Skills

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

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Learning skills to:	• understand the forestry industry and develop own knowledge and skills.
Numeracy skills to:	• calculate time allocation for work tasks.
Oral communication skills to:	• ask others for feedback on performance and to clarify legal and procedural requirements.
Reading skills to:	• follow work order, safety signs and other workplace information.
Writing skills to:	• record and report information.

Unit Mapping Information

FPICOR2201B Work effectively in the forest and forest products industry

Links

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

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Assessment Requirements for FWPCOR2201 Work effectively in the forest and forest products industry

Modification History

Release	Comment
1	Replaces equivalent unit FPICOR2201B Work effectively in the forest and forest products industry, which was first released with FPI11 Forest and Forest Products Training Package Version 1. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- complete required tasks that:
  - meet agreed timelines
  - follow organisational protocols
  - meet expected standards for performance
- follow workplace health and safety procedures
- follow organisational policies and procedures.

Knowledge Evidence

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

- life cycle of forests and wood products
- concept of sustainable forest management
- role of forests, forestry and wood products in carbon capture and storage
- workplace safety and emergency procedures including:
  - personal protective equipment and clothing
  - safety equipment
  - first aid equipment
  - fire fighting equipment
  - hazard and risk control

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  - fatigue management
  - elimination of hazardous materials and substances
  - manual handling including shifting, lifting and carrying and machine guarding
- environmental protection requirements, including the safe disposal of waste material
- organisational structure, reporting channels and procedures for recording workplace information
- established communication channels and protocols
- terms and conditions of employment
- types of tools and equipment relevant to the work role, and procedures for their safe use and maintenance
- applicable Commonwealth, State or Territory legislation, regulations, standards, codes of practice and established safe practices relevant to the specific job role in forestry operations.

Assessment Conditions

The following resources must be made available:

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

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FWPCOR2202 Communicate and interact effectively in the workplace

Modification History

Release	Comment
1	Replaces equivalent unit FPICOR2202B Communicate and interact effectively in the workplace, which was first released with FPI11 Forest and Forest Products Training Package Version 1. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to communicate and interact effectively with other workers, including, gathering, conveying and receiving information through verbal and written interactions and participating in workplace communications.

The unit applies to those whose job roles include communicating and interacting in the workplace, including a forest environment, saw mill, wood chip mill, veneer mill, board/plywood mill, timber treatment plant, downstream processing of timber, forest products factory, forest products sales and service, horticultural, domestic, local council, emergency services environment.

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

Harvesting and Haulage

Sawmilling and Processing

Timber Manufactured Products

Timber Merchandising

Wood Panel Products

Timber Truss and Frame Design and Manufacture

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Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Plan and prepare for workplace communication	1.1 Identify and follow site, legal and organisational requirements relevant to communicating in the workplace. 1.2 Identify modes of communication relevant to job task. 1.3 Access communication equipment and systems relevant to the work site. 1.4 Identify codes of practice and relevant guidelines for effective workplace communication.
2. Carry out oral communication	2.1 Listen to and follow verbal instructions. 2.2 Speak clearly and clarify information using questions. 2.3 Engage in and maintain verbal communication with others to assist flow of work activities. 2.4 Take, confirm and pass on messages. 2.5 Use communication equipment effectively. 2.6 Participate in simple meeting processes, following agreed procedures.
3. Carry out visual and aural communication	3.1 Read and respond to workplace signs. 3.2 Use hand signals effectively, in line with organisational requirements. 3.3 Listen and respond to aural signals.
4. Complete written documentation	4.1 Complete workplace documents clearly and accurately. 4.2 Use approved forms, formats and technology, to record and report information.
5. Maintain work relationships	5.1 Communicate cooperatively and effectively with others. 5.2 Share relevant workplace information with co-workers. 5.3 Provide assistance to and seek assistance from co-workers to achieve work goal. 5.4 Respect individual, social and cultural differences. 5.5 Clarify contradictions and uncertainties to ensure effective

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ELEMENTS	PERFORMANCE CRITERIA
	communications and productive relationships.

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:	• review and accurately identify and interpret work requirements
Problem solving skills to:	• solve routine communication problems.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOR2202B Communicate and interact effectively in the workplace

Links

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

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Assessment Requirements for FWPCOR2202 Communicate and interact effectively in the workplace

Modification History

Release	Comment
1	Replaces equivalent unit FPICOR2202B Communicate and interact effectively in the workplace, which was first released with FPI11 Forest and Forest Products Training Package Version 1. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow site, legal and organisational requirements and protocols relevant to communicating effectively in the workplace
- participate effectively in verbal communications
- use workplace communication equipment
- respond to workplace signs and aural signals
- use hand signals effectively
- complete written documentation to the standard required in the workplace
- maintain effective workplace relationships.
-

Knowledge Evidence

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

- legal and organisational requirements and codes of practice relevant to communication in the workplace
- basic principles of effective written and verbal communication
- basic principles of effective working relationships
- knowledge of hand signals appropriate to job tasks and work site
- organisational standards for the presentation of written communication

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- awareness of social and cultural differences that occur in the workplace.

Assessment Conditions

The following resources must be made available:

- legal and organisational requirements and codes of practice relevant to communication in the workplace
- workplace communication equipment
- personal protective equipment for communicating and interacting in the workplace
- a workplace in which to communicate effectively and maintain relationships
- relevant personnel for the purposes of communicating information.

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

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FWPCOR2203 Follow environmental care procedures

Modification History

Release	Comment
1	Replaces equivalent unit FPICOR2203B Follow environmental care procedures, which was first released with FPI11 Forest and Forest Products Training Package Version 1. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to identify, maintain and monitor environmental work practices: including recognising basic environmental risks and hazards, and implementing environmental policies and workplace or industry practices, with the aim of improving environmental care practices.

The unit applies those working in a broad range of job roles across different work settings, in a forest or harvesting environment, including saw mill, wood chip mill, veneer mill, board/plywood mill, timber treatment plant, forest products factory, and forest products sales and service, horticultural, domestic, local council and emergency services.

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

Harvesting and Haulage

Sawmilling and Processing

Timber Manufactured Products

Timber Merchandising

Wood Panel Products

Timber Truss and Frame Design and Manufacture

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Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Identify environmental care requirements	1.1 Check work order and identify and clarify environmental care requirements with appropriate personnel. 1.2 Identify environmental protection zones required by legislation or industry codes of practice. 1.3 Identify and report existing and potential environmental risks and hazards to relevant personnel. 1.4 Identify WHS requirements for managing environmental risks or performing environmental care.
2. Ensure work practices follow environmental care requirements	2.1 Follow applicable WHS, environmental, legislative and organisational requirements when responding to environmental risks or hazards. 2.2 Select suitable resources to respond to environmental risk or hazard. 2.3 Follow site procedures for dealing with environmental incidents, accidents, and emergencies.
3. Seek opportunities to improve environmental care practices	3.1 Suggest specific improvements to environmental care practices and resource efficiency to relevant personnel. 3.2 Update knowledge of changes in environmental care. 3.3 Record and report breaches or potential breaches of environmental regulations to relevant personnel in line with workplace procedures.

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:	• calculate the probability of risks • estimate distance for buffer zones.

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Reading skills to:	• interpret information about environmental care and safety procedures arising from environmental risks.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOR2203B Follow environmental care procedures

Links

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

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Assessment Requirements for FWPCOR2203 Follow environmental care procedures

Modification History

Release	Comment
1	Replaces equivalent unit FPICOR2203B Follow environmental care procedures, which was first released with FPI11 Forest and Forest Products Training Package Version 1. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow site, legal and organisational requirements and protocols relevant to environmental care
- identify environmental hazards and risks that could occur in their own work setting
- calculate the probability and consequences of those risks
- respond to environmental risks safely and according to site procedures and scope of responsibility within the workplace.

Knowledge Evidence

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

- legal and organisational requirements and codes of practice relevant to environmental care
- environmental protection requirements related to the work setting and work role
- organisational and site standards relevant to environmental care procedures
- environmental care policies and practices
- risk management, hazards and hazard identification
- established workplace and site specific communication channels and protocols
- types of tools and equipment and procedures used in response to environmental hazards and risk, and the safe use and maintenance of these tools
- procedures for recording and reporting workplace and site specific information.

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Assessment Conditions

The following resources must be made available:

- resources that would be used for environmental care
- organisational and site policies and procedures for environmental care.

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

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FWPCOR2204 Follow fire prevention procedures

Modification History

Release	Comment
1	Replaces equivalent FPICOR2204B Follow fire prevention procedures, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to prevent fires during normal work activities. It includes the use of fire extinguishing equipment and methods for detecting fire risks.

The unit applies to those working in a broad range of job roles across different work settings in a forestry environment: including saw mill, wood chip mill, veneer mill, board/plywood mill, timber treatment plant, forest products factory, and forest products sales and service, horticultural, domestic, local council and emergency services.

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

Pre-requisite Unit

Nil

Unit Sector

Forest Growing and Management

Harvesting and Haulage

Sawmilling and Processing

Timber Manufactured Products

Timber Merchandising

Wood Panel Products

Timber Truss and Frame Design and Manufacture

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Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Prepare for fire prevention	1.1 Review work order for policies and procedures for fire prevention, and check wih appropriate personnel 1.2 Identify and report existing and potential fire risks and hazards to appropriate personnel 1.3 Select appropriate fire extinguishing equipment for fire prevention 1.4 Follow workplace procedures, work instructions and legislation for fire prevention 1.5 Establish and maintain communication with others according to WHS requirements
2. Implement fire prevention activities	2.1 Eliminate or reduce fire risks and hazards and report in accordance with workplace procedures 2.2 Recognise signs of fire and raise alarm at appropriate time, according to workplace procedures 2.3 Select, check, use and store fire extinguishing equipment appropriately for the nature and type of fire 2.4 Access training and/or professional development to maintain currency of competence in assessing fires, responding to fires, and in using and/or accessing, fire extinguishing equipment 2.5 Notify appropriate personnel and complete incident and other required reports about the fire 2.6 Record and report fire prevention procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Not Applicable

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Unit Mapping Information

FPICOR2204B Follow fire prevention procedures

Links

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

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Assessment Requirements for FWPCOR2204 Follow fire prevention procedures

Modification History

Release	Comment
1	Replaces equivalent unit FPICOR2204B Follow fire prevention procedures, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- identify problems and equipment faults that might lead to fires, and recognise signs of fires
- select and use fire extinguishing equipment
- follow site, legal and organisational requirements and protocols relevant to fire procedures in the workplace
- locate, record and report information about fires.

Knowledge Evidence

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

- legal and organisational requirements and codes of practice relevant to the full range of processes for fire prevention
- environmental protection requirements, including the safe disposal of waste material
- organisational and site policies and procedures for fire prevention
- environmental risk assessment and hazard identification for:
  - flammable liquid and gases that might be used or found in the workplace
  - storage areas for flammable liquids or gases
  - mixing and blending vessels for flamable liquids or gases
- types of tools and equipment, and their safe use, for fire prevention

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- procedures for recording and reporting workplace information
- signs of fire
- personal protective equipment and its fire protection properties
- fire weather evaluation.

Assessment Conditions

The following resources must be made available:

- fire extinguishers
- policies and procedures for fire prevention
- personal protective equipment.

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

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FWPCOR2205 Follow WHS policies and procedures

Modification History

Release	Comment
1	Replaces equivalent, FPICOR2205B Follow OHS policies and procedures which was first released with FPI11 Forest and Forest Products Training Package Version 1. This is the first release of this unit in the new standards format.

Application

The unit of competency describes the outcomes required to follow WHS policies and procedures: it covers risk identification and emergency procedures that could reasonably be expected to occur in a forestry or wood products environment.

The unit applies to applies to those working in a broad range of job roles across different work settings, including a forest environment, saw mill, wood chip mill, veneer mill, board/plywood mill, timber treatment plant, forest products factory, and forest products sales and service, horticultural, domestic, local council and emergency services.

Licensing, legislative, regulatory or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction. In some states, this unit is one of a group of units required to obtain a Forest Operator Licence.

Pre-requisite Unit

Nil

Unit Sector

Forest Growing and Management

Harvesting and Haulage

Sawmilling and Processing

Timber Manufactured Products

Timber Merchandising

Wood Panel Products

Timber Truss and Frame Design and Manufacture

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Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Follow safe work practices	1.1 Identify organisational and site WHS policies and procedures. 1.2 Operate and use tools, equipment and machinery appropriate to work task and according to manufacturer's recommendations. 1.3 Select, use and store personal protective equipment and clothing appropriate to work task requirements. 1.4 Use plant and equipment guards according to manufacturer's specifications. 1.5 Identify and follow safety signs and symbols.
2. Identify risks	2.1 Identify existing and potential hazards in the work area and report to appropriate personnel. 2.2 Identify WHS issues and risks in the work area and report to appropriate personnel. 2.3 Follow workplace procedures and work instructions for controlling risks and protecting the environment. 2.4 Complete hazard, accident or incident reports accurately and clearly and according to organisational policies and procedures.
3. Follow emergency procedures	3.1 Notify appropriate personnel in the event of an emergency. 3.2 Follow workplace procedures for dealing with accidents and emergencies. 3.3 Practise emergency and evacuation procedures and carry out emergency and evacuation procedures in the event of an emergency. 3.4 Record and accurately report emergencies and evacuation procedures.

Foundation Skills

This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.	
Reading skills to:	• understand safety signs and symbols • understand manufacturer’s specifications for plant and equipment guards

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	• understand organisational policies and procedures.
Numeracy skills to:	• use a risk matrix and calculate risk • estimate weight and volume, and establish centre of gravity.
Writing skills to:	• complete a hazard report clearly and legibly
Communication skills to:	• notify and report hazards to appropriate personnel.
Problem solving skills to:	• manage risks and respond to hazards.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOR2205B Follow OHS policies and procedures

Links

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

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Assessment Requirements for FWPCOR2205 Follow WHS policies and procedures

Modification History

Release	Comment
1	Replaces superseded equivalent, FPICOR2205B Follow OHS policies and procedures which was first released with FPI11 Forest and Forest Products Training Package Version 1. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- identify risks and hazards in the workplace and implement appropriate actions to address those risks and hazards
- use and maintain personal protective equipment and clothing to ensure their own safety
- follow emergency and evacuation procedures
- interpret and follow safety signs and symbols
- complete and maintain workplace information, records and reports about hazards, risks and incidents.

Knowledge Evidence

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

- legal and organisational requirements and codes of practice relevant to WHS
- enterprise and site standards, policies and procedures for WHS, as they apply to the job role
- environmental risks and hazard identification
- hazard and risk control
- equipment used for workplace health and safety, and procedures for its safe use and maintenance
- personal protective equipment and clothing and its properties
- firefighting equipment

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- fatigue management
- elimination of hazardous substances
- machine guarding
- manual handling including shifting, lifting and carrying
- procedures for recording and reporting workplace information.

Assessment Conditions

The following resources must be made available:

- personal protective equipment
- organisational policies and procedures
- manufacturer's instructions for the safe use of equipment.

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

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FWPCOR2207 Maintain quality and product care

Modification History

Release	Comment
1	Replaces equivalent unit FPICOR2207B Maintain quality and product care, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

The unit of competency describes the outcomes required to maintain and monitor the quality of one's own personal output, as well as of the products being produced according to work health and safety (WHS) policies and procedures. The unit includes using timber technology to assess timber products in order to maintain their quality and care.

It applies to hardwood and softwood cell structured timber, native and imported species of timber, and in a variety of work settings, including a forest environment, a saw mill, wood chip mill, veneer mill, board/plywood mill, timber treatment plants, downstream processing of timber, forest products factory, forest products sales and service, horticultural, domestic, local council and emergency services environment.

This unit is relevant for a broad range of job roles across a range of industry sectors.

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

Harvesting and Haulage

Sawmilling and Processing

Timber Manufactured Products

Timber Merchandising

Wood Panel Products

Timber Truss and Frame Design and Manufacture

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Elements and Performance Criteria

ELEMENTS Elements describe the essential outcomes.	PERFORMANCE CRITERIA 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.
1. Prepare to maintain quality output.	1.1 Review work order and where required check with appropriate personnel. 1.2 Identify quality system procedures to be applied to own work. 1.3 Visually inspect products before processing in line with WHS policies and procedures. 1.4 product specification requirements.
2. Use technology to assess timber.	2.1 Classify species and timber structure and confirm with appropriate personnel as required. 2.2 Locate timber features and compare them with product specification requirements. 2.3 Evaluate timber characteristics and record drying or treatment requirements as required by the enterprise. 2.4 Assess visual appearance of timber and report in line with workplace procedures and organisational requirements.
3. Monitor and control product care.	3.1 Monitor product recovery to optimise resource value and minimise waste. 3.2 Check potential of materials to provide the highest value add return with appropriate personnel. 3.3 Regularly maintain and adjust machinery and equipment to minimise waste and damage. 3.4 Identify problems as they occur and promptly report them to appropriate personnel to avoid producing de-valued product. 3.5 Record and report on quality and product care procedures in line with workplace procedures.

Foundation Skills

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

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Oral communication skills to:	• establish and maintain communication with others in the workplace while working with products to ensure own safety and that of others.
Reading skills to:	• read at times complex workplace procedures and product documentation.
Numeracy skills to:	• estimate and measure products and compare them to specifications.
Problem solving skills to:	• identify and interpret work requirements.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOR2207B Maintain quality and product care

Links

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

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Assessment Requirements for FWPCOR2207 Maintain quality and product care

Modification History

Release	Comment
1	Replaces equivalent unit FPICOR2207B Maintain quality and product care, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to maintaining quality and product care
- maintain quality and product care in line with workplace procedures and environmental care
- maintain effective communication and safe work practices.

Knowledge Evidence

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

- workplace procedures relating to the maintenance of quality and product care specified in performance evidence:
  - communicating product requirements and work output
  - product care and processing
  - identifying and resolving faults with product
  - maximising product or resource use
  - assessing timber for recovery
  - recording and reporting workplace information
- product specifications in relation to:
  - specifications set for optimisation of timber set in line with the available resource

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  - customer requirements
  - industry standard cross sections and lengths
  - enterprise standards
- environmental protection requirements in relation to:
  - identifying environmental hazards and identifying their risk
  - safely disposing of waste material
  - organisational guidelines for recycling defective product, off-cuts and residue
  - minimising carbon emissions
  - minimising impact of the use of machinery and equipment on the environment
- mathematical procedures for estimating and measuring product against specifications
- optimisation of timber
- requirements of the following quality systems that would apply to product care and quality:
- enterprise-based system
- ISO9000 series
- second party certification
- third party certification
- types of tools and equipment used in the product process, and procedures for their safe use and maintenance
- assessing visual appearance of products including:
  - appropriateness of defects
  - contamination
  - timber colours
  - insect attack
  - surface finishes
  - holes
  - breakages
  - machine caused defects
- work health and safety policies and procedures relevant to product care and quality:
  - personal protective equipment and clothing
  - safety equipment
  - first aid equipment
  - hazard identification and risk control
  - fatigue management
  - elimination of hazardous materials and substances
  - identifying hazards in the work process and assessing and controlling their risk
  - manual handling techniques
  - machine isolation and guarding.

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Assessment Conditions

The following resources must be made available:

- workplace location or simulated workplace
- materials and equipment relevant to this unit
- specifications and work instructions
- organisational policies and procedures relevant to maintaining quality and product care
- relevant personnel for the purposes of communicating information

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

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FWPCOR3201 Implement safety, health and environment policies and procedures

Modification History

Release	Comment
1	Replaces equivalent unit FPICOR3201B Implement safety, health and environmental policies and procedures, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit describes the skills and knowledge required to interpret and implement WHS and environmental care (SHE) policies and procedures. Implementation of these policies involves controlling hazards and following established and emergency procedures.

The unit applies to those working in a broad range of job roles across the forestry and wood products industry.

No licensing, legislative or certification requirements at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Forest Growing and Management

Harvesting and Haulage

Sawmilling and Processing

Timber Manufactured Products

Timber Merchandising

Wood Panel Products

Timber Truss and Frame Design and Manufacture

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Elements and Performance Criteria

ELEMENTS Elements describe the essential outcomes.	**PERFORMANCE CRITERIA** 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.
1. Apply SHE practices	1.1 Identify safety, health and environmental policies and procedures policies and procedures. 1.2 Identify and assess organisational environmental goals. 1.3 Monitor environmental measures. 1.4 Perform tasks in a safely, legally and in accordance with organisational SHE policies and procedures. 1.5 Organise duties, equipment and materials in line with SHE requirements and organisational procedures.
2. Assess and control risks	2.1 Identify and assess SHE issues and hazards in the work area. 2.2 Address issues and control hazards, or escalate issue where necessary. 2.3 Analyse and improve work practices to address SHE issues. 2.4 Complete SHE, hazard, environmental or incident reports in line with organisational procedures.
3. Follow emergency procedures	3.1 Identify and contact appropriate personnel in an emergency. 3.2 Follow workplace procedures for dealing with own safety, safety of others, environmental incidents, accidents, and emergencies within scope of responsibilities. 3.3 Practise, implement and record emergency and evacuation procedures as required. 3.4 Record and report SHE incidents in line with workplace procedures.
4. Implement environmental procedures	4.1 Identify and assess organisational environmental goals 4.2 Implement training and operational controls in line with workplace procedures 4.3 Monitor environmental measures and take corrective action if required in line with workplace procedures. 4.4 Integrate care for the environment into all day-to-day activities.

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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:	• measure and monitor environmental performance.
Oral communication skills to:	• escalate issues requiring attention. • communicate with colleagues about risks and hazards.
Reading skills to:	• interpret policies and procedures.
Writing skills to:	• make reports about incidents.
Intitatve and enterprise skills to:	• find safer and more environmentally ways of working.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOR3201B Implement safety, health and environmental policies and procedures

Links

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

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Assessment Requirements for FWPCOR3201 Implement safety, health and environment policies and procedures

Modification History

Release	Comment
1	Replaces equivalent unit FPICOR3201B Implement safety, health and environmental policies and procedures, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow applicable legal and regulatory requirements, and codes of practice related to safety, health and the environment
- interpret and implement SHE policies
- identify environmental hazards and equipment faults and demonstrate appropriate response procedures manage environmental hazards
- follow emergency procedures
- record and report SHE incidents.

Knowledge Evidence

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

- organisational and site standards, requirements, policies and procedures for the implementation of SHE policies and procedures
- environmental risks and hazard identification
- processes for the assessment and control of risks
- emergency procedures
- environmental protection requirements
- principles of environmental sustainability:
  - waste management

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  - recycling and reuse
  - emissions control
  - energy efficiency
- procedures for recording and reporting :
  - hazards
  - incidents
  - equipment malfunctions
- controls for :
  - air emissions
  - solid and hazardous wastes
  - contamination of land
  - noise
  - odour
  - dust
  - traffic
  - water discharges
  - energy use
  - raw material and resource use
  - hazardous material storage and handling.

Assessment Conditions

The following resources must be made available:

- policies and procedures relevant to implementing safety, health and environmental policies and procedures
- personal protective equipment
- recording tool for incidents and hazards

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

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FWPCOR3202 Conduct quality and product care procedures

Modification History

Release	Comment
1	Replaces equivalent unit FPICOR3202B Conduct quality and product care procedures, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

The unit of competency describes the outcomes required to monitor the quality of output, following quality and product care procedures in a variety of work settings, including a forest environment, saw mill, wood chip mill, veneer mill, board/plywood mill, timber treatment plants, downstream processing of timber, forest products factory, forest products sales and service, horticultural, domestic, local council, emergency services environment.

This unit is relevant for a broad range of job roles across a range of industry sectors. The product referred to in this unit may be trees, logs, seed, planting stock, timber, panels or board.

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

Harvesting and Haulage

Sawmilling and Processing

Timber Manufactured Products

Timber Merchandising

Wood Panel Products

Timber Truss and Frame Design and Manufacture

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Elements and Performance Criteria

ELEMENTS ***Elements describe the essential outcomes.***	**PERFORMANCE CRITERIA** ***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.***
1. Prepare to apply quality and product care procedures.	1.1 Review work order and where required check with appropriate personnel. 1.2 Identify quality system procedures to be applied. 1.3 Visually inspect products before processing in line with work health and safety (WHS) policies and procedures. 1.4 Determine product specifications.
2. Monitor and control care of products.	2.1 Plan product recovery to optimise the resource value and minimise waste. 2.2 Plan potential of materials to provide the highest value added return. 2.3 Assess and report on species, timber structure, features and characteristics as required by the enterprise. 2.4 Grade materials and direct to best end use in line with industry standards as required by the enterprise. 2.5 Regularly maintain and adjust machinery and equipment to minimise waste and damage. 2.6 Assess and rectify problems as they occur to avoid further loss of product.
3. Monitor and control quality of output.	3.1 Assess products against quality and customer specification requirements. 3.2 Prepare products for despatch in a manner that prevents or minimises damage. 3.3 Supply customer with finished products in line with work order and workplace procedures. 3.4 Record and report on quality and product care procedures in line with workplace procedures.

Foundation Skills

This section describes those core and employment skills that are essential to performance and

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are not explicit in the performance criteria.	
Oral communication skills to:	• establish and maintain communication with others in the workplace while inspecting products to ensure own safety and that of others.
Reading skills to:	• read at times complex workplace procedures and product documentation.
Numeracy skills to:	• estimate and measure products and compare them to specifications.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOR3202B Conduct quality and product care procedures

Links

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

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Assessment Requirements for FWPCOR3202 Conduct quality and product care procedures

Modification History

Release	Comment
1	Replaces equivalent unit FPICOR3202B Conduct quality and product care procedures, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to conducting quality and product care procedures
- conduct quality and product care procedures in line with environmental legislation and workplace procedures
- record and report workplace information and maintain documentation in regard to the product care and control.

Knowledge Evidence

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

- workplace procedures relating to product quality and care specified in performance evidence:
  - communicating product requirements and outcomes of product review
  - identifying and resolving faults with product
  - recording and reporting workplace information
  - maximising product or resource use
  - assessing timber for recovery
- environmental protection requirements in relation to:
  - safely disposing of waste material

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    - organisational guidelines for recycling defective product, off-cuts and residue
- indicators of sub-standard product:
    - breakages
    - contamination
    - holes
    - insect attack
    - machine-caused defects
    - variable surface finishes
    - timber colour
- mathematical procedures for estimating and measuring product against specifications
- requirements of the following quality systems that would apply to product care and quality:
    - enterprise-based system
    - ISO9000 series
    - second party certification
    - third party certification
- specifications of the products being processed
- types of tools and equipment used in the product process, and procedures for their safe use and maintenance
- work health and safety policies and procedures relevant to product care and quality:
    - personal protective equipment and clothing
    - safety equipment
    - eliminating hazardous materials and substances
    - first aid equipment
    - identifying hazards in the work process and assessing and controlling their risk
    - managing fatigue
    - manual handling techniques
    - machine isolation and guarding.

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

Assessors must:

hold the appropriate competency standards as outlined in the 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.

Assessment Conditions

The following resources must be made available:

- product and equipment relevant to undertaking work applicable to this unit

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- product specification manuals
- work instructions and procedures:
- customer service procedures
- product care procedures
- quality system information
- relevant personnel for the purposes of communicating information.

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

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FWPCOR3203 Evaluate fire potential and prevention

Modification History

Release	Comment
1	Replaces equivalent unit FPICOR3203B Evaluate Fire Potential and Prevention, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit describes the outcomes required to continually monitor and assess the potential for fire during normal work activities. The unit includes implementing basic fire prevention measures.

The unit applies to those working in a range of job roles across the forestry and forest products industry.

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

Pre-requisite Unit

Nil

Unit Sector

Forest Growing and Management

Harvesting and HaulageNil

Sawmilling and Processing

Timber Manufactured Products

Timber Merchandising

Wood Panel Products

Timber Truss and Frame Design and Manufacture

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA

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Elements describe the essential outcomes.	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.
1. Prepare for fires	1.1 Identify policies and procedures for fire prevention and evacuation. 1.2 Ensure that fire prevention and fire extinguishing equipment and systems are operational. 1.3 Participate in fire drills and clarify roles and responsibilities for fire events. 1.4 Plan evaluation processes in line with site procedures.
2. Assess fire potential	2.1 Monitor weather conditions and inspect reports for changing conditions including storms and high winds. 2.2 Monitor equipment conditions for overheating and electrical sparking. 2.3 Check hazardous and flammable substances to assess the potential for spillage and combustion. 2.4 Report potential of fire to appropriate personnel.
3. Prevent fires	3.1 Control fire risks and hazards in line with designated responsibilities and workplace procedures. 3.2 Handle hazardous or flammable substances in line with WHS and environmental management regulations. 3.3 Recognise signs of fire potential and raise alarm. 3.4 Record and report fire potential and prevention activity.

Foundation Skills

This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.	
Reading skills to:	• interpret information about flammable substances • monitor weather conditions • interpret evacuation procedures.
Writing skills to:	• record and report on activity and monitoring.
Problem solving skills to:	• respond to fire risks.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPICOR3203B Evaluate fire potential and prevention

Links

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Assessment Requirements for FWPCOR3203 Evaluate fire potential and prevention

Modification History

Release	Comment
1	Replaces equivalent unit FPICOR3203B Evaluate fire potential and prevention, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures for fire potential and prevention
- follow applicable licensing or certification requirements
- identify and safely store flammable substances
- use and maintain personal protective equipment and clothing
- complete and maintain workplace information, records and reports.

Knowledge Evidence

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

- organisational policies and procedures for fire prevention
- fire types including:
  - wildfires
  - electrical storm induced fires
  - arson
  - accidental fires
  - electrical fires
- fire prevention methods including:
  - cutting fire breaks
  - clearing undergrowth

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    - ensuring combustible materials are safely stored
    - ensuring the work area is clear of waste and that exits are accessible
    - quarantining equipment to be serviced in line with workplace procedures
- fire service approved fire suppression extinguishing agents
- extinguishers for fires that are:
    - electrical
    - chemical
    - gas
    - mechanical
    - paper
    - wood or natural fires
- weather conditions and their effect on fires:
    - high winds
    - electrical storms
    - lightning strikes
    - excessive heat and low humidity
- fire risks including:
    - welding or grinding sparks
    - dry undergrowth
    - potential of equipment use and unsafe work practices to create fire
    - combustible materials including dry or dead scrub, tall grasses, rubbish, oily rags
    - waste material proximity to equipment
    - flammable liquids
    - inappropriate storing of materials and equipment
    - blocked or no access and exit
- safe methods for storing flammable, combustible or waste materials
- methods for controlling vegetation to minimize fire risks
- requirements for fire breaks.

Assessment Conditions

The following resources must be made available:

- policies and procedures for fire prevention
- fire evacuation plans
- fire extinguishers and fire retardants
- personal protective equipment.

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:

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

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FWPCOR3204 Visually assess materials

Modification History

Release	Comments
Release 3	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Application

This unit describes the outcomes required to visually assess material characteristics for defects and quality.

The unit applies to those working in a range of job roles in forest growing, saw mills, wood chip mills, veneer mills. board/plywood mills, timber treatment plants, downstream processing of timber, forest products factories and forest products sales and service.

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

Pre-requisite Unit

Nil

Unit Sector

Forest Growing and Management

Harvesting and Haulage

Sawmilling and Processing

Timber Manufactured Products

Timber Merchandising

Wood Panel Products

Timber Truss and Frame Design and Manufacture

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Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for assessing	1.1 Review and clarify work order and site procedures for visual assessment processes with appropriate personnel. 1.2 Identify and confirm material to be visually assessed. 1.3 Select equipment for assessing, check operational effectiveness and review manufacturer's instructions. 1.4 Review options for processing operations following assessment. 1.5 Prepare to work safely.
2. Visually assess material	2.1 Visually assess characteristics and defects of material against industry standards. 2.2 Mark defects for treatment or sawing according to organisational and site procedures. 2.3 Record and report assessment outcomes and distribution problems.
3. Distribute material	3.1 Move materials to storage or processing operations according to site procedures. 3.2 Dispose of sub-standard materials in line with site requirements. 3.3 Monitor on-site movement of material to ensure intended flow is achieved. 3.4 Label storage according to site procedures.

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPCOR3204 Visually assess materials Release 3	FWPCOR3204 Visually assess materials Release 2	Rectified error in foundation skills	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPCOR3204 Visually assess materials

Modification History

Release	Comments
Release 3	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to the visual assessment of material
- visually assess the quality of materials for characteristics, defects and imperfections, to meet industry standards
- recognise and mark defects and sub-standard materials
- distribution of materials using designated equipment.

Knowledge Evidence

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

- industry standards and codes of practice related to processes for visually assessing materials
- environmental protection requirements, including the safe disposal of waste material
- organisational and site standards, policies and procedures relevant to visually assessing materials
- methods of visual estimation and assessment, colour identification and tagging
- typical material defects and characteristics
- treatment of materials to eradicate insect attack or other defects
- distribution processes for assessed materials
- storage systems and labelling

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- types of tools and equipment used for visually assessing materials and procedures for their safe use and maintenance
- procedures for recording and reporting workplace information.

Assessment Conditions

The following resources must be made available:

- materials for visual assessment
- equipment for measuring moisture in logs
- site policies and procedures for visually assessing materials
- recording or reporting tools for recording outcomes of assessment and
- personal protective equipment relevant to visually assessing materials

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, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPCOR4201 Monitor safety, health and environment policies and procedures

Modification History

Release	Comment
1	Replaces equivalent unit FPICOR4201B Monitor safety, health and environment policies and procedures, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to monitor safety health and environment (SHE) on a site, adhering to defined policies and procedures to ensure own safety and that of others, together with protection of the environment. The unit includes monitoring of environmental management systems

The unit applies to those a wide range of roles across all industry sectors.

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

Harvesting and Haulage

Sawmilling and Processing

Timber Manufactured Products

Timber Merchandising

Wood Panel Products

Timber Truss and Frame Design and Manufacture

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Elements and Performance Criteria

ELEMENTS Elements describe the essential outcomes.	**PERFORMANCE CRITERIA** 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.
1. Monitor safety, health and environment (SHE) practices	1.1 Monitor tasks in a safe manner in line with legislative requirements and environmental management systems, organisational policies and procedures 1.2 Monitor organisation of duties, equipment and materials in line with SHE requirements and organisational procedures 1.3 Establish and maintain communication with others in line with SHE requirements
2. Monitor and assess risks	2.1 Monitor and assess hazards in the work area, and report to designated personnel. 2.2 Monitor and assess SHE issues and risks in the work area, and report to appropriate personnel 2.3 Analyse work practices and processes to identify areas for improvement in relation to SHE issues and risks 2.4 Determine and implement changes to work practices and processes to improve SHE concerns 2.5 Monitor workplace procedures and work instructions for controlling risks and protecting the environment 2.6 Check SHE or incident reports to ensure they are in line with workplace procedures and State or Territory legislation
3. Monitor emergency procedures	3.1 Monitor appropriate personnel verification in an emergency. 3.2 Monitor workplace procedures for dealing with own safety, safety of others, environmental incidents, accidents, and emergencies within scope of responsibilities 3.3 Monitor emergency and evacuation procedures after an emergency, and make suggestions to appropriate personnel about lessons learnt and changes required 3.4 Record and report SHE procedures in line with workplace procedures
4. Monitor environmental procedures	4.1 Monitor and record community and organisational environmental goals

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ELEMENTS	PERFORMANCE CRITERIA
	4.2 Monitor training and operational controls to ensure they are in line with workplace procedures 4.3 Check and monitor environmental measures for corrective action 4.4 Integrate care for the environment into all day-to-day activites 4.5 Conduct progress reviews to assess impact on the environment

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:	• measure and monitor environmental performance.
Oral communication skills to:	• escalate issues requiring attention. • communicate with colleagues about risks and hazards.
Reading skills to:	• interpret policies and procedures.
Writing skills to:	• make reports about incidents.
Intitatve and enterprise skills to:	• find safer and more environmentally ways of working.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOR4201B Monitor safety, health and environment policies and procedures

Links

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

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Assessment Requirements for FWPCOR4201 Monitor safety, health and environment policies and procedures

Modification History

Release	Comment
1	Replaces equivalent unit FPICOR4201B Monitor safety, health and environment policies and procedures, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to monitoring SHE policies and procedures
- monitor SHE policies and procedures within the organisation
- monitor safe and healthy working conditions
- assess environmental measures within the organisation.

Knowledge Evidence

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

- applicable Commonwealth, State or Territory legislation, regulations, standards, codes of practice and established safe practices relevant to the full range of processes for monitoring SHE policies and procedures
- environmental protection requirements, including the safe disposal of waste material
- organisational and site standards, requirements, policies and procedures relevant to monitoring SHE policies and procedures
- community issues in relation to the environment
- lessons learnt after an emergency
- environmental risk and hazard identification
- assessment and control of risks

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- emergency procedures
- environmental management systems
- procedures for recording and reporting workplace information.

Assessment Conditions

The following resources must be made available:

- organisational policies and procedures relevant to safety, health and environment
- relevant personnel for the purposes of communicating information

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

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FWPCOR4202 Monitor and review forestry operations

Modification History

Release	Comment
1	Replaces equivalent unit FPICOR4202B Monitor and review forestry operations, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to monitor and review forestry operations on a site with a view to recommend improvements develop new and flexible approaches.

The unit applies to job roles that incorporate monitoring and reviewing forestry operations in a forest environment.

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

Harvesting and Haulage

Elements and Performance Criteria

ELEMENTS Elements describe the essential outcomes.	PERFORMANCE CRITERIA 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.
1. Monitor forestry operations	1.1 Establish and maintain communication with others in line with forestry operations requirements.

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ELEMENTS	PERFORMANCE CRITERIA
	1.2 Monitor tasks in a safe manner in line with legislative requirements and environmental management systems, organisational policies and procedures. 1.3 Monitor organisation of duties, practices, equipment and materials in line with WHS requirements and organisational procedures.
2. Review improvement opportunities	2.1 Review operational plans and site practices for potential improvement, modifications and time savings. 2.2 Monitor and record community and organisational environmental goals. 2.3 Monitor training and operational controls to ensure they are in line with workplace procedures. 2.4 Record and report recommendations for improvement for resourcing requirements. 2.5 Plans to introduce change in consultation with appropriate personnel.
3. Develop new and flexible approaches	3.1 Develop and trial new systems and technologies on site following WHS requirements and in line with site requirements. 3.2 Check new systems for effective improvements or time savings, modify and communicate to appropriate personnel for implementation. 3.3 Monitor and care for the environment through integration into all day-to-day activities. 3.4 Conduct progress reviews to assess impact of improvement and on the environment. 3.5 Record and report forestry operation procedures in line with workplace procedures.

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:	• build rapport and interact effectively with forestry operations staff and management to monitor operations • operate effectively in a change environment.
Planning and initiative skills to:	• identify aspects of operations that could be improved.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPICOR4202B Monitor and review forestry operations

Links

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

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Assessment Requirements for FWPCOR4202 Monitor and review forestry operations

Modification History

Release	Comment
1	Replaces equivalent unit FPICOR4202B Monitor and review forestry operations, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow applicable Commonwealth, State or Territory legislative and regulatory requirements and codes of practice relevant to monitoring and reviewing forestry operations
- follow organisational policies and procedures relevant to monitoring and reviewing forestry operations
- monitor and review operational policies and procedures within the organisation
- develop new and flexible approaches for conducting forestry operations
- measure improvement outcomes.

Knowledge Evidence

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

- applicable Commonwealth, State or Territory legislation, regulations, standards, codes of practice and established safe practices relevant to the full range of processes for monitoring and reviewing forestry operations
- environmental protection and care requirements including:
  - environmental sustainability
  - protection of water courses and water quality
  - soil and salinity management
  - reduction and disposal of waste

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  - energy efficiency
  - biodiversity and habitat protection
  - conservation of natural resources
  - fire management
- organisational and site standards, requirements, policies and procedures relevant to monitoring and reviewing forestry operations
- sustainable procurement practices, including selecting products and services on the basis of how they minimise and monitor their impact on the environment
- types of equipment used in forestry operations, their procedures for use, operation and maintenance
- forestry operations, techniques and technology, including:
  - improvement of timber technology methodologies
  - on-site forestry operations
  - ancillary forest operations
- environmental risks and hazard identification
- environmental management systems, including:
  - compliance, improvement and prevention
  - continuous cycle of plan, implement, monitor, review and improve environmental practices and systems
- established communication channels and protocols
- procedures for recording and reporting workplace information.

Assessment Conditions

The following resources must be made available:

- access to a forestry operation
- applicable Commonwealth, State or Territory legislative and regulatory requirements and codes of practice relevant to monitoring and reviewing forestry operations.

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

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FWPCOR4203 Monitor quality and product care procedures

Modification History

Release	Comment
1	Replaces equivalent unit FPICOR4203B Monitor quality and product care procedures, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to coordinate, monitor and control product care and supply.

Work is completed in a variety of work settings including a forest environment, forest products factory, any type of mill or timber treatment plant.

The unit applies to a wide range of roles across all industry sectors

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 Elements describe the essential outcomes.	PERFORMANCE CRITERIA 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.
1. Coordinate quality system practices	1.1 Communicate quality standards, policies, procedures and quality assurance monitoring activities to production personnel. 1.2 Confirm understanding, encourage and support participation in

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ELEMENTS	PERFORMANCE CRITERIA
	quality practices. 1.3 Monitor operational activities to ensure policies and procedures are followed and quality standards are maintained. 1.4 Check product specifications and coordinate workplace compliance. 1.5 Record and report quality and product care outcomes for all monitoring processes.
2. Monitor and control product care	2.1 Coordinate visual inspection of product before processing or completion. 2.2 Plan product recovery to optimise resource value and minimise waste. 2.3 Plan potential of materials to provide highest value added return. 2.4 Monitor assessment of species, timber structure, features and characteristics and report in line with organisational procedures. 2.5 Monitor material grading and direct to best end use in line with industry standards. 2.6 Monitor machinery and equipment maintenance and adjust to minimise production waste. 2.7 Assess problems immediately and rectify to avoid repetition of lost product.
3. Control product supply quality	3.1 Assess products against quality and customer specifications. 3.2 Monitor and control product despatch processes to prevent and minimise damage. 3.3 Ensure products are supplied on time and to customer expectations.

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:	• interpret complex numerical data in quality standards, product specifications and production reports relating to dimensions, volume and grades.
Oral communication skills to:	• provide clear and unambiguous information about quality standards, policies, procedures and quality assurance monitoring activities to production personnel.

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Reading skills to:	• interpret familiar and detailed organisational policies and procedures and complex documents: • quality standards • quality system monitoring records
Writing skills to:	• maintain accurate comprehensive quality system records • produce detailed reports on performance against quality standards.
Initiative and enterprise skills to:	• generate ideas for maximising resources and minimising waste.
Planning and organising skills to:	• coordinate all aspects of the organisation's quality system using specified quality standards to guide activities.
Problem-solving skills to:	• identify deficiencies in production practices and implement timely responses to ensure quality outcomes and compliance with quality standards. • monitor and assess production activities and rectify problems swiftly.
Self-management skills to:	• critically, rationally and logically analyse production performance against quality standards.
Teamwork skills to:	• take a lead role and work as part of a team to achieve compliance with quality standards.

Technology skills to:	• optimise the capabilities of machinery and equipment
	• use:
	  • a computer, keyboard and printer
	  • the system capabilities and functions of a word processing software to produce and file quality system documents.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOR4203B Monitor quality and product care procedures

Links

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

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Assessment Requirements for FWPCOR4203 Monitor quality and product care procedures

Modification History

Release	Comment
1	Replaces equivalent unit FPICOR4203B Monitor quality and product care procedures, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to monitoring of quality and product care procedures
- monitor and control product care and supply against an organisation specific or second or third party certification quality system for a real or simulated business operation
- monitor and control product care and supply for a specified product
- complete accurate comprehensive quality system records
- produce detailed reports on performance against quality standards.

Knowledge Evidence

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

- purpose of quality systems for the forest and wood products industry and for the individual organisation
- format, content and use of:
  - industry and organisation specific quality standards
  - organisational policies and procedures that align to quality standards
  - quality system monitoring records
- visual inspection aspects of tree, log or timber products which includes:
  - assessing the appropriateness of features

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  - contamination
  - tree, log or timber colours
  - tree, log or timber characteristics
  - insect damage
  - surface finish and texture
  - loose surfaces
  - organic defects
  - breakages
  - machine damage
- scheduling requirements for quality system monitoring activities
- record keeping requirements for quality systems
- roles and responsibilities of quality system coordinators and production personnel in quality system management processes
- methods for communicating quality standards, policies, procedures and quality assurance monitoring activities to production and despatch personnel
- methods for assessing quality of materials, production and despatch processes and finished products
- techniques to optimise the use of machinery and equipment
- organisational procedures for documenting quality system records and reports.

Assessment Conditions

The following resources must be made available:

- computers, keyboards, printers and software used to produce and maintain quality system records and reports
- industry and organisation specific quality standards
- a suite of organisational policies and procedures that align to the quality standards
- template quality system monitoring records and reports
- schedules for quality system monitoring activities
- comprehensive real or simulated information in order to coordinate and monitor quality processes
- organisational policies and procedures for documenting quality system records and reports
- production personnel with whom the individual can interact.

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

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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
Elements describe the essential outcomes.	*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.*

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

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:	• Interpret and calculate complex numerical data to establish and

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	manage budgets.
Oral communication skills to:	• Hold high-level consultative discussions to generate ideas for and negotiate content of sustainability policies.
Reading skills to:	• Interpret complex information in a range of internal and external source documents to plan organisational sustainability policy.
Writing skills to:	• 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:	• 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:	• Use a computer, keyboard and software to prepare policies, budgets and plans.

Unit Mapping Information

FPICOR6201A Manage sustainability in the workplace

Links

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

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Assessment Requirements for 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. 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:

- 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

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- 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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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	**PERFORMANCE CRITERIA**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text*

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ELEMENTS	**PERFORMANCE CRITERIA** *is used, further information is detailed in the range of conditions.*
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. 4.3 Prepare improvement recommendations based on information, data analysis and consultative processes. 4.4 Record and report outcomes to appropriate personnel.

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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:	• Interpret and calculate complex numerical data to establish and manage budgets.
Oral communication skills to:	• Hold high-level consultative discussions to generate ideas for and negotiate content of value maximisation plans.
Reading skills to:	• Interpret complex information in a range of internal and external source documents to plan maximisation practices.
Writing skills to:	• 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:	• 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:	• 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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for 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. 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:

- 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

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    - 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

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- 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

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FWPCOT2201 Stack and bind material

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2201B Stack and bind material, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to stack material, manually build packs and apply strapping and wrapping. Work is completed in a wood products factory setting.

The unit applies to Sawmill Worker, Production Worker, Manufacturing Assistant.

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

ELEMENT Elements describe the essential outcomes.	PERFORMANCE CRITERIA 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.
1. Identify material	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate personal protective and other equipment and

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ELEMENT Elements describe the essential outcomes.	**PERFORMANCE CRITERIA** 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.
	check for operational effectiveness. 1.3 Inspect and check the type, quantity and quality of material to be packed for grading and labelling.
2. Build packs manually	2.1 Build packs in line with organisational safety procedures. 2.2 Check bearers and protective strips for consistent thickness and damage. 2.3 Place specified bearers, spacing sticks and protective strips squarely, evenly and consistently. 2.4 Check material tallies against labelled or expected content. 2.5 Dispose of faulty material and bearers in line with environmental protection practices. 2.6 Label finished packs in line with organisational procedures. 2.7 Identify limitations in building packs and seek assistance in line with site procedures.
3. Strap and wrap packs	3.1 Strap and wrap finished packs in line with organisational procedures. 3.2 Avoid wastage of strapping and packaging materials and maximise use of recycled materials. 3.3 Tighten straps to prevent component slippage, strap breakage and damage. 3.4 Dispose of excess packing material in line with environmental protection practices. 3.5 Record and report production outcomes and equipment faults 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.	
Numeracy skills to:	• identify thickness, diameter and cross sections of materials by visual estimation or using a measuring tape or gauge. • complete basic calculations for dimensions of packs and spacing of

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	bearers.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders.

Writing skills to:	• complete accurate basic records for production outcomes and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT2201B Stack and bind material

Links

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

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Assessment Requirements for FWPCOT2201 Stack and bind material

Modification History

Release	Comment
1	Replaces equivalent FPICOT2201B Stack and bind material, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to stacking and binding materials
- identify materials using visual assessment or measurement processes to allocate standard sizes
- build packs manually following site standards for dimension, component numbers, end and vertical alignment and bearer quality
- apply protective strips to packs
- apply wrapping to packs to prevent water penetration during storage and transportation
- strap packs
- label packs ready for storage or transportation.
-

Knowledge Evidence

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

- methods of visual estimation, grading, colour identification and tagging of at least one of the following materials
  - sawn or dressed finished timber
  - differing timber species
  - preservative treated timber, including water borne preservatives and light organic solvent preservatives (LOSP)

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  - panel types , including laminated veneer, chipboard, fibreboard, medium density fibreboard and boards made from material other than wood.
  - panels with various treatments, coatings and hardware items
- range of industry standard lengths, cross sections, appearance grades and applicable terminology
- purpose, features and operation of equipment used to manually build packs
- methods used to build, wrap and strap packs
- requirements for quality and dimensions of bearers
- organisational policies and procedures specific to stacking and binding material:
  - workplace health and safety with particular emphasis on use of personal protective equipment
  - communication reporting lines
  - recording and reporting production outcomes and equipment faults
  - labelling products for identification
- environmental protection practices for stacking and binding material:
  - reducing water and energy use
  - disposing of, recycling and reusing timber and other waste.
  -

Assessment Conditions

The following resources must be made available:

- tools and equipment used to manually build packs
- hand-held equipment used to tighten straps
- personal protective equipment suitable for stacking and binding material
- commercial quantities of materials to be stacked, wrapped and strapped
- timber products from which to build packs
- consumable strapping, packaging and labelling materials
- work order with specific instructions for stacking and binding material
- template documents for recording production outcomes and equipment faults
- organisational policies and procedures for stacking and binding material.

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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FWPCOT2202 Rack material

Modification History

Release	Comments
1	Replaces equivalent unit FPICOT2202B Rack material, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to identify, sort and rack hardwood or softwood material in a forest products factory settings. The unit includes verification of material to ensure appropriate quality and separation of material with faults.

The unit applies to Kiln Worker, Treatment Plant Worker, Sawmill Worker, Production Worker , Manufacturing Assistant (Timber Products) ,Timber Manufacturing Worker, Timber Products Worker, Timber Puller.

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
Elements describe the essential outcomes.	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.

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ELEMENTS	PERFORMANCE CRITERIA
1. Prepare to rack material	1.1 Review work order and where required check with appropriate personnel. 1.2 Identify type and quantity of material to be racked. 1.3 Select appropriate personal protective and other equipment and check for operational effectiveness. 1.4 Plan racking processes in line with work order.
2. Identify material	2.1 Follow organisational safety procedures throughout all racking processes. 2.2 Identify requirements for standard diameter ranges of round poles by visual estimate or use of a measuring tool. 2.3 Identify requirements for standard cross sections of sawn or dressed boards by visual estimate or use of a measuring tool. 2.4 Identify requirements for standard lengths of material by visual estimate or use of a measuring tool 2.5 Identify and interpret stress grade labels, colour identification marks and other tags
3. Rack material	3.1 Check bearers for consistent thickness and damage and dispose of substandard ones. 3.2 Place bearers and spacing sticks squarely, evenly and consistently. 3.3 Rack material in line with work order and organisational safety procedures. 3.4 Rack material of consistent type, cross section, length or diameter. 3.5 Identify, separate and dispose of faulty material in line with environmental protection practices. 3.6 Clear work area regularly to maintain a safe and efficient workflow. 3.7 Record and report processes and equipment faults 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.

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Numeracy skills to:	• identify diameters, cross sections and lengths of materials by visual estimation or using a measuring tape or gauge. • complete basic calculations for spacing of bearers.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders.

Reading skills to:	• interpret detailed familiar and unfamiliar:
	  • workplace health and safety and other organisational procedures
	  • work orders.

Writing skills to:	• complete accurate basic records for processes and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and racking work using work order to guide activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT2202B Rack material

Links

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

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Assessment Requirements for FWPCOT2202 Rack material

Modification History

Release	Comments
1	Replaces equivalent unit FPICOT2202B Rack material, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to racking material
- safely prepare, sort and rack material to industry standards
- identify, separate and safely dispose of material with faults.
-

Knowledge Evidence

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

- environmental protection practices for disposing of, recycling and reusing timber and other waste
- range of industry standard diameters, lengths, cross sections, tolerances, stress grades and applicable terminology
- methods of visual estimation, grading, colour identification and tagging
- purpose, features and operation of equipment used to rack materials
- requirements for quality and dimensions of bearers
- organisational procedures specific to racking material:
  - workplace health and safety with particular emphasis on use of personal protective equipment

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- communication reporting lines
- recording and reporting processes and equipment faults.
-

Assessment Conditions

The following resources must be made available:

- tools and equipment used to rack materials
- personal protective equipment (PPE) suitable for racking material
- commercial quantities of timber materials to be racked
- work order with specific instructions for racking material
- template documents for recording processes and equipment faults
- organisational procedures for racking material.

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

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FWPCOT2203 Finish and pack products

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Application

This unit of competency specifies the outcomes required to set up and conduct the finishing process and pack products. The unit includes machining and manually or machine coating products.

The unit applies to timber manufacturing and production workers that coat and package products to complete finishing operations in a forest products factory setting.

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

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Timber Manufactured Products

Wood Panel Products

Elements and Performance Criteria

Elements *Elements describe the essential outcomes.*	**Performance Criteria** *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.*
1. Set up production	1.1 Identify products, processes and production requirements in line

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Elements	Performance Criteria
processes	with work order and site procedures. 1.2 Prepare to work safely according to workplace work health and safety (WHS) requirements. 1.3 Inspect equipment, tools and materials for operational effectiveness in line with manufacturer recommendations and site procedures. 1.4 Conduct test run, by machining sample material in line with set-up processes and site requirements. 1.5 Inspect machined product for faults and alter setup to rectify identified problems.
2. Conduct finishing operations	2.1 Measure and mark material for processing in line with work order and in consultation with appropriate personnel. 2.2 Machine material and identify, remove and repair or dispose of defects in line with site procedures. 2.3 Identify, investigate and resolve equipment faults and routine problems, as required. 2.4 Clear work area and dispose of waste material in line with relevant environmental policies and procedures.
3. Coat products	3.1 Identify and plan coating requirements and select coat in line with site procedures. 3.2 Prepare coating area to provide suitable clean area that minimises surface defects during drying, in line with site procedures. 3.3 Open, decant and mix coat in line with manufacturer recommendations and safe work procedure. 3.4 Apply coat according to planned method and sequence in line with manufacturer recommendations and site standards. 3.5 Assess coat regularly to identify and remove faults in line with site standards. 3.6 Dispose of products with coat faults in line with site procedures and environmental requirements. 3.7 Clear work area, store materials and dispose of chemical waste according to site procedures and environmental protection requirements.
4. Pack finished products	4.1 Check finished products for faults and conformance, and segregate and store in line with workplace procedure and environmental requirements. 4.2 Interpret packing requirements from work order and other relevant documentation. 4.3 Pack finished products in line with site procedures and work orders,

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Elements	Performance Criteria
	using suitable packing materials. 4.4 Record packaged products in line with site procedures. 4.5 Record and report finishing process to appropriate personnel.

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Numeracy skills to:	• measure coating ingredients.
Oral communication skills to:	• communicate with relevant personnel to ensure safety and production requirements are met • ask questions to clarify and confirm production information.
Reading skills to:	• read dials on equipment, safety data sheets (SDS) and shift changeover reports.
Writing skills to:	• record and report faults • complete routine inspection checklists.
Planning and organising skills to:	• follow guidelines relating to minimising, disposing of, recycling and re-using waste.
Problem solving skills to:	• inspect the work area for hazards and control risk according to the hierarchy of risk control.
Technology skills to:	• operate and maintain plant and machinery.

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPCOT2203 Finish products Release 2	FWPCOT2203 Finish products Release 1	Minor typographical errors corrected	Equivalent unit

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Links

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

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Assessment Requirements for FWPCOT2203 Finish and pack products

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- set up finishing and coating operations according to workplace requirements and site procedures
- conduct finishing and coating operations according to safe work procedures
- prepare coating chemicals in line with manufacturer recommendations and site procedures
- assess and rectify defects and faults during the coating process in line with safe work procedures
- package finished products according to organisational guidelines
- record and report faults and finishing and packing process information
- perform emergency stop.
-

Knowledge Evidence

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

- safe work procedures involved in finishing and packing finished products
- emergency response procedures relevant to the job (accident, fire, serious process fault)
- environmental protection requirements relating to the safe disposal of waste material (including preservative treated timber), the safe use and storage of chemicals, and the cleaning of plant, tools and equipment
- criteria for recycling and re-using material with defects
- hazards and risks associated with finishing and coating fabricated products, including environmental hazards and risks

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- problem identification and resolution strategies, common fault finding techniques, and typical product and coat defects
- procedures for the operation and maintenance of tools and equipment
- procedures for recording and reporting equipment and product faults, and process information.
-

Assessment Conditions

The following resources must be made available:

- work order
- product to coat
- coating equipment and tools
- coating chemicals
- material for packaging
- personal protective equipment required for finishing products.

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

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FWPCOT2205 Tail out materials

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPCOT2205B Tail out materials, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2 This is the first release of this unit in the new standards format.

Application

This unit of competency specifies the outcomes required to clear sawn or machined materials and waste from a saw or machine while maintaining process flow and checking and sorting the finished product.

The unit applies to Timber Puller.

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

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Timber Manufactured Products

Timber Merchandising

Wood Panel Products

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Prepare for cutting or	1.1 Review work order and identify required finished board sizes

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ELEMENTS	PERFORMANCE CRITERIA
machining process	and quantities in line with operator. 1.2 Prepare to work safely according to workplace work health and safety (WHS) requirements. 1.3 Check sequence of cuts or machining passes with operator and work order, where multiple cuts are required.
2. Maintain process flow.	2.1 Control flitch, cant or board to maintain process flow in line with sawing or dressing speed, WHS requirements and production standards. 2.2 Control and regularly clear sawn waste and material in line with site procedures and environmental requirements. 2.3 Assess flitch, cant or board for further processing requirements and return to operator in line with production standards. 2.4 Identify and report problems in flow or processing of materials to operator for resolution. 2.5 Dispose of faulty or defective material in line with site procedures and environmental requirements, as directed by operator.
3. Sort finished product and follow record-keeping procedures.	3.1 Sort and stack boards in line with site procedures and specific operational requirements. 3.2 Assess boards for standard sizes in line with site procedures. 3.3 Segregate and store or direct recoverable material and waste for further processing in line with site procedures. 3.4 Record and report production and quality information in line with site procedures and organisational requirements.

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:	• estimate and evaluate size of tail out materials • sort finished material into required grades by visually estimating them or using a measuring tool.
Oral communication skills to:	• communicate effectively with relevant personnel to ensure safety and production requirements are met • ask questions to clarify and confirm information.

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Writing skills to:	• complete production records, quality records, tally sheets and maintenance records.
Reading skills to:	• read charts for stress grading and standard timber profiles and cross sections • read workplace safety and operating procedures related to tailing material.
Planning and organising skills to:	• follow manual handling procedures • implement waste minimisation and disposal, recycling and re-use guidelines.
Initiative skills to:	• apply fatigue management strategies.
Technology skills to:	• use plant, tools and equipment.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT2205B Tail out materials

Links

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

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Assessment Requirements for FWPCOT2205 Tail out materials

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2205B Tail out materials, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to tailing out materials
- tail out material while maintaining process flow according to safe work procedure
- identify and respond to processing faults according to workplace requirements and organisational policy
- sort finished material according to safe work procedure
- dispose of waste material according to environmental protection requirements
- follow record keeping procedures for recording quality and production requirements.
-

Knowledge Evidence

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

- safe work procedures for tailing out materials:
  - standard operating procedure (SOP)
  - personal protective equipment (PPE) requirements
  - procedures for safely disposing of waste material in an environmentally sustainable manner
- methods of controlling materials including:
  - material movement
  - position of the material being sawn or dressed

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    - avoiding contact with tail of saw or cutter
    - removing waste
- common work area and environmental hazards and risks and how to control them
- tailing out processes and procedures
- common industry terminology
- criteria for recycling and re-using material with faults or defects
- industry standard cross-section and length dimensions and tolerances
- established communication channels and protocols used to ensure safety and productivity
- flow or control problems including
    - speed of production
    - flow of product
    - sharpness of blades or cutters
    - quality of materials
    - communication
    - housekeeping
    - burn marks
    - rough finish
    - tear out
    - machine marks
    - irregular size of finished product
- types of tools and equipment, and procedures for their safe use, operation and maintenance
- mathematical procedures used to calculate timber size and dimension
- procedures for recording and reporting quality and production requirements.
-

Assessment Conditions

- specifications and work instructions

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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FWPCOT2207 Dress boards and timber

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2207B Dress boards and timber, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit describes the outcomes required to prepare and dress boards and timber. The unit includes evaluating and monitoring dressing conditions and processes; and setting, adjusting and maintaining equipment. Work is completed in a forest products factory setting.

The unit applies to Sawmill Worker, Production Worker, Timber Products Worker.

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

Pre-requisite Unit

Nil

Unit Sector

Common Technical; applies across sectors

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*

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ELEMENTS	PERFORMANCE CRITERIA
1. Prepare for dressing process	1.1 Review work order and where required check with appropriate personnel. 1.2 Identify sizes and quantities for dressed boards and obtain material for dressing. 1.3 Select appropriate equipment and check for operational effectiveness in line with manufacturer's recommendations. 1.4 Plan sequence of machining operations in line with work order and to suit multiple passes.
2. Dress boards and timber	2.1 Identify defective boards prior to dressing and dispose of or recycle in line with environmental protection practices. 2.2 Follow lock out procedures and adjust guides, conveyors, speeds and feeds to suit dimensions and grade outcomes. 2.3 Use equipment in line with organisational safety procedures, manufacturer’s instructions environmental protection practices. 2.4 Adjust guides, conveyors, speeds and feeds to suit dimensions and grade outcomes, and select cutting sequence. 2.5 Maintain feed rate appropriate to timber condition and board size. 2.6 Regularly tally dressed boards against work orders. 2.7 Clear work area regularly in line with organisational safety procedures.
3. Assess conditions and maintain optimum dressing processes	3.1 Assess dressing conditions regularly to ensure continuity of supply and processing. 3.2 Adjust conditions to optimise feed rate and maintain finished dimensions in line with work order. 3.3 Evaluate finish regularly and make adjustments to ensure product quality. 3.4 Measure dressed board dimensions and profiles regularly and record in line with organisational procedures. 3.5 Identify routine processing and equipment faults and resolve or report to appropriate personnel. 3.6 Complete production and quality records and report in line with organisational procedures.

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ELEMENTS	PERFORMANCE CRITERIA
4. Complete operator maintenance	4.1 Follow organisational safety procedures to lock out equipment. 4.2 Check cutters and saw blades for bluntness or damage. 4.3 Remove and replace cutters and blades in line with manufacturer's recommendations. 4.4 Dispose of used blades in line with organisational procedures and environmental protection practices. 4.5 Complete basic non-specialist maintenance for equipment. 4.6 Record and report equipment faults and maintenance requirements 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.	
Numeracy skills to:	• identify quantities of required material within work orders and count raw materials • interpret order sizes and set up equipment to achieve correct dimensions and grades • calculate the feed rate to optimise quality and quantity of production output • measure finished dimensions and profiles with accuracy appropriate to tolerances • complete routine production records involving dimensions, profiles and quantities tallied against orders.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders • make accurate verbal reports on processing and equipment faults.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' instructions and maintenance recommendations.

Writing skills to:	• complete accurate basic records for production outcomes, equipment faults and maintenance requirements.

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Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.
Problem-solving skills to:	• identify and dispose of defective materials • recognise faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select, use and maintain appropriate machinery, tools and personal protective equipment used for dressing boards and timber.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT2207B Dress boards and timber

Links

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

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Assessment Requirements for FWPCOT2207 Dress boards and timber

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2207B Dress boards and timber, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:
- follow organisational policies and procedures relevant to dressing boards and timber
- communicating and working safely with others in the work area

preparing for, evaluating and maintaining dressing processes and conditions

- setting, adjusting, and operating equipment to suit required dimensions, cutting sequence, feed rates and finish
- complete these types of basic non-specialist maintenance:
- cleaning the machine of wood chips and sawdust
- replacing blunt cutters or saw blades
- inspecting machine parts for wear or damage, including guards
- greasing and lubricating moving parts
- checking the operation of emergency stop buttons and lock out systems.
-

Knowledge Evidence

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

- environmental protection practices for forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment

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    - disposing of, recycling and reusing timber
- typical timber defects and how these affect ability to produce a quality finished product:
    - warp
    - wane
    - cupping
    - shakes
    - insect defects
    - knots
    - resin pockets
- typical dressing problems triggering adjustment of process to ensure product quality:
    - blunt or damaged cutters
    - burn marks
    - extra cuts
    - excessive cutter marks
    - dimensional errors
- range of industry standard profiles, lengths, cross sections and tolerances and applicable terminology
- types of tools and equipment used for dressing boards; their purpose, features, operation and basic non-specialist repair and maintenance:
    - moulder
    - jointer/buzzer or thicknesser
    - machine incorporating splitting saw
    - planing machine
    - moulding machine
- problems that can occur when dressing boards and timbers, including:
    - equipment faults and malfunctions
    - quality of product and machine settings
    - efficient rejection prior to dressing of boards that do not meet processing requirements
    - transfer and flow of material
    - dressing problems
    - feed rate
    - product finish
- methods for assessing cutters and saw blade condition
- organisational procedures specific to dressing boards and timber:
    - workplace health and safety with particular emphasis on equipment lock out
    - use and maintenance of equipment
    - communication reporting lines
    - recording and reporting production outcomes and equipment faults.
    -

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Assessment Conditions

The following resources must be made available:

- tools and equipment used to dress boards and timber:
  - moulder
  - jointer/buzzer or thicknesser
  - machine incorporating splitting saw
  - planing machine
  - moulding machine
- maintenance tools and equipment
- consumable components; cutters, saw blades
- personal protective equipment suitable for dressing boards and timber
- a diverse, comprehensive and commercial product range of timber boards
- manufacturers':
  - instructions for equipment use
  - recommendations for cleaning, repairing and maintaining
- work order with specific details of:
  - material to be dressed
  - special client requirements
  - production timelines
- template documents for recording production outcomes and equipment faults
- organisational procedures for dressing boards and timber
- relevant personnel for the purposes of communicating information.

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

Assessor requirements

Assessors must:

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

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

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FWPCOT2208 Resaw boards and timber

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2208B Resaw boards and timber, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to plan and produce boards by resawing larger boards. Work is completed in a forest products factory setting and includes adjusting and maintaining sawing equipment.

The unit applies to Saw Operators, Sawyers, Benchmen, and Wood Machinists

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

Pre-requisite Unit

Nil

Unit Sector

Common Technical; applies across sectors

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*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.*

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ELEMENTS	PERFORMANCE CRITERIA
1. Prepare for operation	1.1 Review work order and where required check with appropriate personnel. 1.2 Identify sizes and quantities for resawn boards and obtain material for resawing. 1.3 Select appropriate equipment and check for operational effectiveness in line with manufacturer's recommendations. 1.4 Plan sequence of machining operations in line with work order and to suit multiple cuts.
2. Produce Boards	2.1 Follow lock out procedures and adjust saws, carriage, speeds and feeds to suit types of boards and timber, dimensions, and cutting sequence. 2.2 Use equipment in line with organisational safety procedures, manufacturer’s instructions environmental protection practices. 2.3 Select and follow cutting sequence to produce required quantity. 2.4 Maintain feed rate appropriate to timber condition and board size. 2.5 Regularly tally resawn boards and timber against work orders. 2.6 Clear work area regularly in line with in line with organisational safety procedures. 2.7 Identify damaged sawn material and dispose of or recycle in line with environmental protection practices.
3. Assess conditions and maintain optimum sawing processes	3.1 Assess sawing conditions regularly to determine optimal feed rate and finish. 3.2 Adjust sawing feed rate to achieve finished dimensions in line with work order. 3.3 Evaluate finish regularly and make adjustments to maximise product quality. 3.4 Regularly measure cross section dimensions of sawn boards against standard sizes and tolerances and adjust sawing process. 3.5 Identify routine processing and equipment faults and resolve or report to appropriate personnel. 3.6 Complete production and quality records and report in line with organisational procedures.

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ELEMENTS	PERFORMANCE CRITERIA
4. Complete operator maintenance	4.1 Follow organisational safety procedures to lock out equipment. 4.2 Check cutters and saw blades for bluntness or damage. 4.3 Remove and replace cutters and blades in line with manufacturer's recommendations. 4.4 Dispose of used blades in line with organisational procedures and environmental protection practices. 4.5 Complete basic non-specialist maintenance for equipment. 4.6 Record and report equipment faults and maintenance requirements 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.	
Numeracy skills to:	• identify quantities of required material within work orders and count raw materials • interpret order sizes and set up equipment to achieve correct dimensions • calculate the feed rate to optimise quality and quantity of production output • accurately measure cross section dimensions of sawn boards against standard sizes and tolerances • complete routine production records involving dimensions and quantities tallied against orders.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders • make accurate verbal reports on processing and equipment faults.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' instructions and maintenance recommendations.

Writing skills to:	• complete accurate basic records for production outcomes, equipment faults and maintenance requirements.

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Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.
Problem-solving skills to:	• identify and dispose of damaged sawn material • recognise faulty equipment and resolve by reporting or rectifying.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT2208B Resaw boards and timber

Links

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

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Assessment Requirements for FWPCOT2208 Resaw boards and timber

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2208B Resaw boards and timber, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- complete resawing jobs, in line with an individual work order for each job, on one or more of these types of timber:
  - softwood
  - hardwood
  - treated
  - untreated
  - laminated boards
- across the above jobs, complete these processes:
  - resawing larger boards, recovering boards from one edge at each pass
  - splitting a larger board into two or more sections
- complete these types of basic non-specialist maintenance:
  - cleaning the machine of wood chips and sawdust
  - replacing blunt cutters or saw blades
  - inspecting machine parts for wear or damage, including guards
  - greasing and lubricating moving parts
  - checking the operation of emergency stop buttons and lock out systems.
  -

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Knowledge Evidence

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

- environmental protection practices for forest products factory settings:
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing timber including:
    - recycling damaged sawn material
    - re-using damaged sawn material
    - redirecting damaged sawn material for energy recovery
- range of industry standard lengths, cross sections and tolerances and applicable terminology
- typical cutting patterns
- machines and equipment used for resawing boards and timber; their purpose, features, operation and basic non-specialist repair and maintenance:
  - simple table saws
  - complex saw and conveyor systems
  - circular or band saws
  - single or multiple saws
- methods for assessing cutters and saw blade condition
- problems that may occur during sawing operations including:
  - equipment faults and malfunctions
  - quality of product and machine settings
  - transfer and flow of material
  - routine sawing problems
  - feed rate and product finish
  - infeed and outfeed systems
  - damage to sawn board
  - damage to saw blade
  - timber positioning
- organisational procedures specific to resawing boards and timber:
  - workplace health and safety with particular emphasis on equipment lock out
  - use and maintenance of equipment
  - communication reporting lines
  - recording and reporting production outcomes and equipment faults.
  -

Assessment Conditions

The following resources must be made available:

- one or more of the following tools and equipment used to resaw boards and timber:
  - simple saw benches

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  - complex saw and conveyor systems
  - circular or band saws
  - single or multiple saws
- tools and equipment for operator maintenance of saws
- consumable components; cutters, saw blades
- personal protective equipment suitable for resawing boards and timber
- a diverse, comprehensive and commercial product range of board and timber
- manufacturers':
  - instructions for equipment use
  - recommendations for cleaning, repairing and maintaining
- work order with specific details of:
  - material to be resawn
  - special client requirements
  - production timelines
- template documents for recording production outcomes and equipment faults
- organisational procedures for resawing boards and timber.

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

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FWPCOT2209 Produce finger jointed timber

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2209B Produce finger jointed timber, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to produce finger jointed timber, including preparing and mixing glue and maintaining production processes to ensure quality and continuity of supply.

The unit applies to timber products operators involved with the production of finger jointed timber in a forest products factory setting

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

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Sawmilling and Processing

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Prepare for	1.1 Review work order and where required check with appropriate

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operation	personnel. 1.2 Identify glue requirements and mix to ensure minimal wastage; dispose of excess material in line with environmental protection practices. 1.3 Select appropriate equipment and check for operational effectiveness in line with manufacturer's recommendations.
2. Start jointing process	2.1 Prepare materials and check samples in line with organisational procedures. 2.2 Use equipment in line with organisational safety procedures, manufacturer’s instructions environmental protection practices. 2.3 Commence jointing process, identify problems and adjust settings. 2.4 Check finished joints for strength and appearance in line with organisational quality standards. 2.5 Dispose of sub-standard samples and finished products in line with environmental protection practices.
3. Maintain production flow	3.1 Run automatic jointing process and regularly check correct operation of all sections. 3.2 Monitor processes to ensure continuity of supply and processing. 3.3 Evaluate product quality regularly and make required adjustments. 3.4 Clear work area regularly in line with organisational safety procedures. 3.5 Identify routine processing and equipment faults and resolve or report to appropriate personnel. 3.6 Complete production and quality records and report in line with organisational procedures.
4. Complete operator maintenance	4.1 Follow organisational safety procedures to lock out equipment. 4.2 Check cutters and saw blades for bluntness or damage. 4.3 Remove and replace cutters and blades in line with manufacturer’s recommendations. 4.4 Dispose of used blades in line with organisational procedures and environmental protection practices. 4.5 Record and report equipment faults and maintenance requirements to appropriate personnel.

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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:	• calculate quantity of glue to meet work order production requirements • calculate routine mixing ratios for glue • calculate time for glue to cure • complete routine production records involving quantities tallied against orders.
Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders • make accurate verbal reports on processing and equipment faults.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • safety data sheets for glue
	  • manufacturers' instructions and maintenance recommendations.

Writing skills to:	• complete accurate basic records for production outcomes, equipment faults and maintenance requirements.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.
Problem-solving skills to:	• identify and dispose of sub-standard samples and finished products • recognise faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select, use and maintain appropriate machinery, tools and personal protective equipment used for producing finger jointed timber.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT2209B Produce finger jointed timber

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Links

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

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Assessment Requirements for FWPCOT2209 Produce finger jointed timber

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2209B Produce finger jointed timber, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:
- produce finger jointed timber in line with an individual work orders involving the following processes:
  - identify and confirm cross section of cleats/shooks to match finger jointing machine setup
  - load cleats/shooks to conveyor
  - reject cleats/shooks not meeting grading requirements
  - feed cleats/shooks to jointing operation
  - machine fingers on cleats/shooks
  - cure and apply glue to cleats/shooks
- monitor process to ensure continuity of production by completing these processes:
  - recognise and rectify blunt or damaged cutters
  - check and adjust settings for glue curing
  - clean and fill glue spreader
  - coordinate supply of cleats/shooks
  - dock finished boards with others to ensure continuous supply.

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Knowledge Evidence

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

- environmental protection practices for forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - safely disposing of, recycling and reusing timber and other waste
- types of glue used for producing finger jointed timber; procedures and standards for mixing, curing and applying it
- range of industry standard cross sections, their strength, tolerances and applicable terminology
- types of tools and equipment used for producing finger jointed timber; their purpose, features, operation and basic non-specialist repair and maintenance:
  - that used for glue mixing and preparation
  - finger jointing machine stations and equipment
  - conveyors
- methods for assessing cutters and blade condition
- monitoring processes for automated jointing machines
- organisational procedures specific to producing finger jointed timber:
  - workplace health and safety with particular emphasis on equipment lock out
  - use and maintenance of equipment
  - communication reporting lines
  - recording and reporting production outcomes and equipment faults.
  -

Assessment Conditions

The following resources must be made available:

- tools and equipment used to produce finger jointed material
- maintenance tools and equipment for saws
- glue
- consumable components; cutters, saw blades
- personal protective equipment suitable for producing finger jointed timber
- a diverse, comprehensive and commercial product range of timber
- manufacturers:
  - instructions for mixing and curing glue
  - instructions for equipment use
  - recommendations for cleaning, repairing and maintaining
- work order with specific instructions for producing finger jointed timber products
- template documents for recording production outcomes and equipment faults
- organisational procedures for producing finger jointed timber.

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

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FWPCOT2210 Tally material

Modification History

Release	Comment
1	Replaces superseded equivalent FPICOT2210B Tally material, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to prepare and record manual or electronic tallies of finished packs of material. Work is completed in a forest products factory setting.

The unit applies to production worker, sawmill worker, manufacturing assistant, timber products worker.

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

Pre-requisite Unit

Nil

Unit Sector

Common Technical; applies across sectors

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*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.*

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ELEMENTS	PERFORMANCE CRITERIA
1. Prepare for tallying	1.1 Review work order and where required check with appropriate personnel. 1.2 Identify location of material to be tallied; arrange access in line with organisational procedures. 1.3 Select and use suitable tallying and personal protective equipment. 1.4 Plan tallying activities in line with work order and to ensure continuous workflow.
2. Record piece or pack details	2.1 Count pieces or packs and legibly and accurately record in line with organisational formats. 2.2 Clear work area regularly to maintain a safe and efficient workflow. 2.3 Monitor and replace supply of tally sheets, bar coding material or other documents. 2.4 Check packs to ensure conformance with relevant specifications. 2.5 Identify operational problems, non-conformances and damaged material and report to appropriate personnel. 2.6 Accurately record and report tallying results in line with organisational procedures.

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:	• count numbers of pieces and packs • complete routine calculations for timber volumes or lineal metres in a pack • input accurate numerical data for routine tallying records and reports.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders • make accurate verbal reports on operational problems.
Reading skills to:	• interpret: • organisational procedures • work orders.
Writing skills to:	• complete accurate basic records of tallying results and non-conformant and damaged packs.

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Planning and organising skills to:	• complete tallying activities in a logical and time-efficient sequence using work order to guide activities.
Problem-solving skills to:	• recognise operational problems, non-conformances and damaged material and resolve by reporting.

•
•

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT2210B Tally material

Links

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

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Assessment Requirements for FWPCOT2210 Tally material

Modification History

Release	Comment
1	Replaces equivalent FPICOT2210B Tally material, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:
- in line with an individual work order, complete tallying jobs of one or more of these materials:
  - timber
  - hardware items and fittings
  - packs of random timber cross sections, lengths or panel sizes
  - packs of set timber cross sections, lengths or panel sizes
- complete tally sheets or electronic record for each tallying job (depending on the workplace system being manual or electronic)
- complete records for non-conformances and damaged material identified during each tallying job.

Knowledge Evidence

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

- manual and electronic methods used to tally material in a forest products factory setting
- format, content and use of common industry and organisation specific documents used to record and report tallies
- industry standard sizing and names for timber, timber profiles and boards
- industry and organisational specific standard specifications for packaging timber products
- common features of non-conformant packs and methods to recognise these

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- tools and equipment used for tallying material in a forest products factory setting; their purpose, features and use:
  - electronic bar coding equipment
  - personal protective equipment
- organisational procedures specific to tallying material:
  - communication reporting lines
  - recording and reporting non-conformances and damaged material
  - recording and reporting tallying results.

Assessment Conditions

The following resources must be made available:

- manual or electronic tools and equipment used for tallying material, to suit the particular workplace:
  - tally sheets
  - electronic bar coding equipment
- a selection of materials to be tallied (of one or more of these materials):
  - timber
  - hardware items and fittings
  - packs of random timber cross sections, lengths or panel sizes
  - packs of set timber cross sections, lengths or panel sizes
- work order for tallying activities with specific details of material to be tallied; product types, packs, categories of products
- template documents to record:
  - non-conformances and damaged material
  - tallying results
- organisational procedures specific to tallying material
- relevant personnel for the purposes of communicating information

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

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FWPCOT2211 Produce pointed timber products

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2211B Produce pointed timber products, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to prepare and conduct pointing operations of hardwood and softwood material using cutter or saw type machinery.

The unit applies to operators who produce pointed timber products in a forest products factory 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; applies across sectors

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Prepare for pointing operation	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate equipment and check for operational effectiveness in line with manufacturer's recommendations.

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	1.3 Plan pointing operations in line with work order.
2. Maintain pointing operation	2.1 Follow lock out procedures and adjust machinery to suit size and type of timber to be processed. 2.2 Use equipment in line with organisational safety procedures, manufacturer's instructions environmental protection practices. 2.3 Produce posts and pegs at optimal rate consistent with material type, acceptable surface finish and equipment capability. 2.4 Monitor pointing operation to ensure consistency of product dimension, quality and finish in line with organisational quality standards. 2.5 Monitor shaving and sawdust removal system to ensure waste material is effectively controlled. 2.6 Coordinate supply of material with appropriate personnel and report timber faults. 2.7 Sort and process finished products in line with organisational procedures. 2.8 Identify routine processing and equipment faults and resolve or report to appropriate personnel.
3. Shut down operation	3.1 Shut down pointing operation in line with manufacturer's recommendations. 3.2 Complete basic non-specialist maintenance for equipment in line with manufacturer's recommendations. 3.3 Record and report equipment faults and maintenance requirements to appropriate personnel. 3.4 Clear work area and dispose of waste in line with environmental protection practices. 3.5 Complete production and quality records and report in line with organisational procedures.

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:	• interpret order sizes and set up equipment to achieve correct dimensions and grades • measure finished dimensions with accuracy appropriate to tolerances.

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Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders • make accurate verbal reports on processing and equipment faults.
Reading skills to:	• interpret: • workplace health and safety and other organisational procedures • work orders • manufacturers' instructions and maintenance recommendations.
Writing skills to:	• complete accurate basic records for production outcomes, equipment faults and maintenance requirements.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.
Problem-solving skills to:	• identify and reject faulty timber • recognise faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select, use and maintain appropriate machinery, tools and personal protective equipment used for producing pointed timber products.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT2211B Produce pointed timber products

Links

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

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Assessment Requirements for FWPCOT2211 Produce pointed timber products

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2211B Produce pointed timber products, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- produce pointed timber products in line with an individual work orders, which includes the following types of posts:
  - round poles covering the full range of sizes for which the equipment is suitable
  - rectangular sawn material covering the full range of sizes for which the equipment is suitable
- complete these types of basic non-specialist maintenance:
  - cleaning the machine of wood chips and sawdust
  - replacing blunt cutters or saw blades
  - inspecting machine parts for wear or damage, including guards
  - greasing and lubricating moving parts
  - checking the operation of emergency stop buttons and lock out systems.
  -

Knowledge Evidence

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

- environmental protection practices for forest products factory settings:

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  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing timber
- typical timber defects and how these affect ability to produce a quality finished product:
  - warp
  - wane
  - cupping
  - shakes
  - insect defects
  - knots
  - resin pockets
- stages of the pointing process
- tools and equipment used for producing pointed timber products; their purpose, features and operation including:
  - manually loaded equipment
  - rotating cutters and saws
- organisational procedures specific to producing pointed timber products including:
  - workplace health and safety with particular emphasis on equipment lock out
  - use and maintenance of equipment
  - communication reporting lines
  - recording and reporting production outcomes and equipment faults.

Assessment Conditions

The following resources must be made available:

- tools and equipment used to produce pointed timber products:
  - manually loaded equipment
  - rotating cutters and saws
- maintenance tools and equipment for rotating cutters and saws
- consumable components; cutters and saw blades
- personal protective equipment suitable for producing pointed timber products
- timber used to produce pointed timber products
- manufacturers':
  - instructions for equipment use
  - recommendations for cleaning, repairing and maintaining
- work order with specific details of:
  - material to be pointed
  - special client requirements
  - production timelines
- template documents for recording production outcomes and equipment faults

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- organisational procedures for producing pointed timber products
- relevant personnel for the purposes of communicating information

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

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FWPCOT2212 Grade hardwood sawn and milled products

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2212B Grade hardwood sawn and milled products, which was first released with FPI11 Forest and Forest Products Training Package Version 1. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to visually evaluate hardwood sawn and milled product characteristics for classification into various strength and appearance grades. It includes sorting hardwood into classifications and marking material in line with grade type.

The unit applies to those who grade hardwood sawn and milled products in a forest products factory setting.

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

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Timber Manufactured Products

Wood Panel Products

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*

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ELEMENTS	PERFORMANCE CRITERIA
1. Prepare for grading	1.1 Review work order to grade hardwood sawn and milled products and clarify with appropriate personnel. 1.2 Obtain type and quantity of sawn and milled products to be graded from storage locations. 1.3 Select equipment appropriate to work order and check for operational effectiveness. 1.4 Plan grading process in line with site procedures. 1.5 Establish and maintain communication with others at site to ensure safety.
2. Grade products	2.1 Visually assess size of sawn and milled products in line with industry standards and number of ranges estimated. 2.2 Evaluate material characteristics of each product are evaluated against industry standards for grade type. 2.3 Measure moisture content and evaluate against standards and seasoning requirements. 2.4 Mark characteristics for docking. 2.5 Sort material in line with its grade classification and clearly mark with markers or stickers. 2.6 Reject and dispose of sub-standard material in line with site requirements. 2.7 Record and report grading outcomes and distribution problems 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.	
Writing skills to	• accurately compile and complete grading reports.
Numeracy skills to:	• accurately identify if length of product meets industry standard for cross section • measure moisture content using a moisture meter • calibrate equipment.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT2212B Grade hardwood sawn and milled products

Links

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

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Assessment Requirements for FWPCOT2212 Grade hardwood sawn and milled products

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2212B Grade hardwood sawn and milled products, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- prepare for and grade a full range of hardwood sawn and milled products in readiness for storage or processing
- follow work order for grading hardwood sawn and milled products
- work safely and communicate effectively with others at work site
- identify characteristics and defects in hardwood sawn and milled products and mark for sorting
- follow organisational policies and procedures, standards and codes of practice for grading hardwood sawn and milled products
- record and report grading activity.

Knowledge Evidence

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

- applicable regulations, standards, codes of practice and established safe practices for grading hardwood sawn and milled products
- organisational and site standards, policies and procedures for grading hardwood sawn and milled products
- environmental risks and hazards associated with grading timber
- criteria for recycling and re-using and redirecting sub-standard material for other use
- methods of visual estimation, grading, colour identification and tagging

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- sorting, marking and distribution processes
- industry standard cross sections and lengths
- storage systems, including locations and labelling procedures
- established communication channels and protocols
- problem identification and resolution strategies, and common fault finding techniques
- typical tools and equipment used for grading timber, along with their safe operation and maintenance
- procedures for recording and reporting workplace information.

Assessment Conditions

The following resources must be made available:

- hardwood sawn and milled products for grading
- measuring equipment
- moisture meters
- lifting equipment for the movement of sawn and milled products
- work order, workplace requirements and site standards for grading hardwood sawn and milled products
- personal protective equipment suitable for grading hardwood sawn and milled products.

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

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FWPCOT2213 Grade softwood sawn and milled products

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2213B Grade softwood sawn and milled products, which was first released with FPI11 Forest and Forest Products Training Package Version 1. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to visually evaluate softwood sawn and milled product characteristics for classification into various appearance grades. It includes sorting softwood into classifications and marking material in line with grade type.

The unit applies to those who grade softwood sawn and milled products in a wood products factory setting.

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

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Timber Manufactured Products

Wood Panel Products

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Prepare for grading	1.1 Review work order to grade softwood sawn and milled products

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ELEMENTS	PERFORMANCE CRITERIA
	and clarify with appropriate personnel. 1.2 Obtain type and quantity of sawn and milled products to be graded from storage location. 1.3 Select equipment appropriate to work order and check for operational effectiveness in line with manufacturer recommendations. 1.4 Plan grading process in line with site procedures. 1.5 Establish and maintain communication with others at site to ensure safety.
2. Grade products	2.1 Visually assess size of sawn and milled products in line with industry standards and number of ranges estimated. 2.2 Evaluate material characteristics of each product are evaluated against industry standards for grade type. 2.3 Measure moisture content and evaluate against standards and seasoning requirements. 2.4 Mark characteristics for docking. 2.5 Sort material in line with its grade classification and clearly mark with markers or stickers. 2.6 Reject and dispose of sub-standard material in line with site requirements. 2.7 Record and report grading outcomes and distribution problems 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.	
Numeracy skills to:	• accurately identify if length of product meets industry standard for cross section • measure moisture content using a moisture meter • calibrate measuring equipment.
Oral communication skills to:	• ask questions and actively listen to clarify content of work orders.
Writing skills to:	• complete grading reports.

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Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • industry grading standards.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT2213B Grade softwood sawn and milled products

Links

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

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Assessment Requirements for FWPCOT2213 Grade softwood sawn and milled products

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2213B Grade softwood sawn and milled products, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- prepare for and grade a full range of softwood sawn and milled products in readiness for storage or processing
- follow work order for grading softwood sawn and milled products
- work safely and communicate effectively with others at work site
- identify characteristics and defects in softwood sawn and milled products and mark for sorting
- follow organisational policies and procedures, standards and codes of practice for grading softwood sawn and milled products
- record and report grading activity.

Knowledge Evidence

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

- applicable regulations, standards, codes of practice and established safe practices for grading softwood sawn and milled products
- organisational and site standards, policies and procedures for grading softwood sawn and milled products
- environmental risks and hazards associated with grading timber
- criteria for recycling and re-using sub-standard material
- methods of visual estimation, grading, colour identification and tagging

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- sorting, marking and distribution processes
- industry standard cross sections and lengths
- storage systems, locations and labelling procedures
- established communication channels and protocols
- problem identification and resolution strategies, and common fault finding techniques
- typical tools and equipment used for grading timber, along with their safe operation and maintenance
- procedures for recording and reporting workplace information.

Assessment Conditions

The following resources must be made available:

- softwood sawn and milled products for grading
- measuring equipment moisture meters
- personal protective equipment suitable for grading softwood sawn and milled products
- lifting equipment for the movement of sawn and milled products
- work order, workplace requirements and site standards for grading softwood sawn and milled products
- relevant personnel for the purposes of communicating information.

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

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FWPCOT2214 Grade cypress sawn and milled products

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2214B Grade cypress sawn and milled products, which was first released with FPI11 Forest and Forest Products Training Package Version 1. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to visually evaluate cypress sawn and milled product characteristics for classification into various strength and appearance grades. It includes sorting cypress into classifications and marking material in line with grade type.

The unit applies to those who grade cypress sawn and milled products.

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

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Timber Manufactured Products

Wood Panel Products

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Prepare for grading	1.1 Review work order for grading cypress sawn and milled products

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ELEMENTS	PERFORMANCE CRITERIA
	and clarify with appropriate personnel. 1.2 Obtain type and quantity of sawn and milled product to be graded from storage location. 1.3 Select equipment appropriate to work order and check for operational effectiveness in line with manufacturer recommendations. 1.4 Plan grading process in line with site procedures. 1.5 Establish and maintain communication with others at site to ensure safety.
2. Grade products	2.1 Visually assess size of sawn and milled products in line with industry standards and number of ranges estimated. 2.2 Evaluate material characteristics of each product are evaluated against industry standards for grade type. 2.3 Measure moisture content and evaluate against standards and seasoning requirements. 2.4 Mark characteristics for docking. 2.5 Sort material in line with its grade classification and clearly mark with markers or stickers. 2.6 Reject and dispose of sub-standard material in line with site requirements. 2.7 Record and report grading outcomes and distribution problems 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.	
Writing skills to	• accurately compile and complete grading reports.
Numeracy skills to:	• accurately identify if length of product meets industry standard for cross section • measure moisture content using a moisture meter • calibrate equipment.

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Range of Conditions

Not Applicable

Unit Mapping Information

FWPCOT2214B Grade cypress sawn and milled products

Links

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

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Assessment Requirements for FWPCOT2214 Grade cypress sawn and milled products

Modification History

Release	Comment
1	Replaces equivalent unit FWPCOT2214B Grade cypress sawn and milled products, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- prepare for and grade cypress sawn and milled products in readiness for storage or processing
- follow work order for grading cypress sawn and milled products
- work safely and communicate effectively with others at work site
- identify characteristics and defects in cypress sawn and milled products and mark for sorting
- follow organisational policies and procedures, standards and codes of practice for grading cypress sawn and milled products
- record and report grading activity.
-

Knowledge Evidence

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

- applicable regulations, standards, codes of practice and established safe practices for grading cypress sawn and milled products
- organisational and site standards, policies and procedures for grading cypress sawn and milled products
- environmental risks and hazards associated with grading timber
- criteria for recycling re-using or redirecting sub-standard material to other uses

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- methods of visual estimation, grading, colour identification and tagging
- sorting, marking and distribution processes
- industry standard cross sections and lengths
- storage systems and labelling procedures:
  - storage racks
  - storage bays
  - bins
  - stacks
  - pallet boxes
  - modularised storage components
  - temporary stacking bays (stand, frame or ground)

and divided into one or more of the following:

  - standard product classification
  - product designation
  - size
  - dimension
  - stack number
  - weight
  - grade
  - shelf life
  - stock rotation position
- characteristics of cypress sawn and milled products:
  - warp
  - wane
  - curvature
  - shakes
  - insect defects
  - knots
  - resin pockets
- established communication channels and protocols
- problem identification and resolution strategies, and common fault finding techniques
- typical tools and equipment used for grading timber, along with their safe operation and maintenance
- procedures for recording and reporting workplace information.
-

Assessment Conditions

The following resources must be made available:

- cypress sawn and milled products for grading

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- measuring equipment
- moisture meters
- lifting equipment for the movement of sawn and milled products
- work order, workplace requirements and site standards for cypress sawn and milled products
- personal protective equipment suitable for grading cypress sawn and milled products
- relevant personnel for the purposes of communicating information.

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

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FWPCOT2215 Visually stress grade hardwood

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2215B Visually stress grade hardwood, which was first released with FPI05 or FPI11 Forest and Forest Products Training Package Version 1. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to visually stress grade hardwood by assessing material for strength against set classifications detailed in Australian Standard AS2858 as a minimum standard.

The unit applies to those who visually stress-grade hardwood in a forest products factory setting.

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

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Timber Manufactured Products

Wood Panel Products

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Prepare for	1.1 Review work order for visually stress-grading hardwood and

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ELEMENTS	PERFORMANCE CRITERIA
stress-grading	clarify with appropriate personnel. 1.2 Identify grading requirements in line with site procedures, standards and specifications. 1.3 Select materials, hardware items, tools and equipment appropriate to work order and check for operational effectiveness. 1.4 Position hardwood to be graded to provide appropriate access and facilitate efficient workflow. 1.5 Establish and maintain communication with others at site to ensure safety.
2. Evaluate hardwood	2.1 Identify species and check status of seasoning. 2.2 Acurately record size and tolerance measurements in line with site requirements. 2.3 Establish characteristics and evaluate in line with standards and product specifications. 2.4 Measure moisture content and evaluate against standards and seasoning requirements.
3. Grade hardwood	3.1 Visually stress grade hardwood based on standards for the required structural grade. 3.2 Diagnose and check characteristics with the greatest limiting effect on the grade. 3.3 Assess the appearance, and mark, segregate and dispose of, in line with site procedures and environmental requirements 3.4 Record and report results of grading in line with workplace procedures.

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:	• estimate, measure and calculate sizes of hardwood • effectively calibrate and use moisture meter.
Writing skills to:	• accurately compile and complete grading reports.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT2215B Visually stress grade hardwood

Links

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

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Assessment Requirements for FWPCOT2215 Visually stress grade hardwood

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2215B Visually stress grade hardwood, which was first released with FPI05 or FPI11 Forest and Forest Products Training Package Version 1. This is the first release of this unit in the new standards format.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- plan, prepare for, evaluate and visually stress grade hardwood in readiness for processing or storage
- follow work order for visually stress grading hardwood
- accurately identify characteristics and defects in hardwood
- accurately interpret grading standards and specifications
- work safely and communicate effectively with others at work site
- follow organisational policies and procedures, standards and codes of practice for visually stress grading hardwood
- record and report grading activity.

Knowledge Evidence

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

- regulations, standards, codes of practice and established safe practices for visually stress-grading hardwood
- organisational and site standards, policies and procedures for visually stress-grading hardwood
- environmental risks and hazards associated with grading timber
- criteria for recycling and re-using sub-standard material
- visual stress-grading techniques and methods
- grading markings and standards
- characteristics and properties of hardwood

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- structural grade of hardwood
- storage systems and labelling procedures
- disposal methods for timber with defects or contamination including recycling, re-using and redirecting
- established communication channels and protocols
- procedures for recording and reporting workplace information.

Assessment Conditions

The following resources must be made available:

- hardwood for visual stress grading
- vernier callipers
- moisture meters (resistance and/or capacitance)
- tapes
- marking implements
- personal protective equipment required for stress grading hardwood
- work order, workplace requirements and site standards for visually stress grading hardwood
- relevant personnel for the purposes of communicating information.

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

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FWPCOT2216 Visually stress grade softwood

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2216B Visually stress grade softwood, which was first released with FPI11 Forest and Forest Products Training Package Version 1. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to visually stress grade softwood, by assessing material for strength against set classifications detailed in Australian Standard AS2858 as a minimum standard.

The unit applies to those who visually stress-grade softwood in a forest products factory setting.

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

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Timber Manufactured Products

Wood Panel Products

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Prepare for stress-grading	1.1 Review work order for visually stress-grading softwood and clarify with appropriate personnel.

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ELEMENTS	PERFORMANCE CRITERIA
	1.2 Identify grading requirements in line with site procedures, standards and specifications. 1.3 Select materials, hardware items, tools and equipment appropriate to work order and check for operational effectiveness. 1.4 Position softwood to be graded to provide appropriate access and facilitate efficient workflow. 1.5 Establish and maintain communication with others at site to ensure safety.
2. Evaluate softwood	2.1 Identify species and check status of seasoning. 2.2 Accurately record size and tolerance measurements in line with site requirements. 2.3 Establish characteristics and evaluate in line with standards and product specifications. 2.4 Measure moisture content and evaluate against standards and seasoning requirements.
3. Grade softwood	3.1 Visually stress grade softwood based on standards for the required structural grade. 3.2 Diagnose and check characteristics with the greatest limiting effect on the grade. 3.3 Assess the appearance, and mark, segregate and dispose of, in line with site procedures and environmental requirements 3.4 Record and report results of grading in line with workplace procedures.

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:	• estimate, measure and calculate sizes of softwood • calibrate and use moisture meter.
Writing skills to:	• accurately compile and complete grading reports.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT2216B Visually stress grade softwood

Links

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

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Assessment Requirements for FWPCOT2216 Visually stress grade softwood

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2216B Visually stress grade softwood, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- plan, prepare for, evaluate and visually stress grade softwood in readiness for processing or storage
- follow work order for visually stress grading softwood
- accurately identify characteristics and defects in softwood
- accurately interpret grading standards and specifications
- work safely and communicate effectively with others at work site
- follow organisational policies and procedures, standards and codes of practice for visually stress grading softwood
- record and report grading activity.
-

Knowledge Evidence

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

- regulations, standards, codes of practice and established safe practices for visually stress-grading softwood including Australian Standard AS2858
- organisational and site standards, policies and procedures for visually stress-grading softwood

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- environmental risks and hazards associated with grading timber
- criteria for recycling and re-using sub-standard material
- visual stress-grading techniques and methods
- grading markings and standards
- characteristics and properties of softwood
- structural grade of softwood
- storage systems and labelling procedures
- disposal methods for timber with defects or contamination including recycling, re-using and redirecting
- established communication channels and protocols
- procedures for recording and reporting workplace information.
-

Assessment Conditions

The following resources must be made available:

- softwood for visual stress grading
- vernier callipers
- moisture meters (resistance and/or capacitance)
- tapes
- marking implements
- personal protective equipment required for stress grading softwood
- work order, workplace requirements and site standards for visually stress grading softwood
- relevant personnel for the purposes of communicating information
- regulations, standards, codes of practice and established safe practices including Australian Standard AS2858

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

Assessor requirements

Assessors must:

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

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

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FWPCOT2217 Visually stress grade cypress

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2217B Visually stress grade cypress, which was first released with FPI11 Forest and Forest Products Training Package Version 1. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to visually stress grade Australian white cypress (*Callitris glaucophylla*) by assessing material for strength against set classifications as detailed in Section 3 of the Australian Standard AS2858 as a minimum standard.

The unit applies to those who visually stress-grade cypress in a forest products factory setting.

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

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Timber Manufactured Products

Wood Panel Products

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Prepare for stress-grading	1.1 Review work order for visually stress-grading cypress and clarify with appropriate personnel.

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ELEMENTS	PERFORMANCE CRITERIA
	1.2 Identify grading requirements in line with site procedures, standards and specifications. 1.3 Select materials, hardware items, tools and equipment appropriate to work order and check for operational effectiveness. 1.4 Position cypress to be graded to provide appropriate access and facilitate efficient workflow. 1.5 Establish and maintain communication with others at site to ensure safety.
2. Evaluate cypress	2.1 Identify species and check status of seasoning. 2.2 Accurately record size and tolerance measurements in line with site requirements. 2.3 Establish characteristics and evaluate in line with standards and product specifications. 2.4 Measure moisture content and evaluate against standards and seasoning requirements.
3. Grade cypress	3.1 Visually stress grade cypress based on standards for the required structural grade. 3.2 Diagnose and check characteristics with the greatest limiting effect on the grade. 3.3 Assess the appearance, and mark, segregate and dispose of, in line with site procedures and environmental requirements 3.4 Record and report results of grading in line with workplace procedures.

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:	• estimate, measure and calculate sizes of cypress • effectively calibrate and use moisture meter.
Writing skills to:	• accurately compile and complete grading reports.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT2217B Visually stress grade cypress

Links

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

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Assessment Requirements for FWPCOT2217 Visually stress grade cypress

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2217B Visually stress grade cypress, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- plan, prepare for, evaluate and visually stress grade cypress in readiness for processing or storage
- follow work order for visually stress grading cypress
- accurately identify characteristics and defects in cypress
- accurately interpret grading standards and specifications
- work safely and communicate effectively with others at work site
- follow organisational policies and procedures, standards and codes of practice for visually stress grading cypress
- record and report grading activity.

Knowledge Evidence

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

- applicable regulations, standards, codes of practice and established safe practices for visually stress-grading cypress, including Australian Standard AS2858
- organisational and site standards, policies and procedures for visually stress-grading cypress

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- environmental risks and hazards associated with grading timber
- grading markings and standards
- characteristics and properties of cypress
- visual stress-grading techniques and methods
- structural grade: structural conformity of the timber, consistency of the structural quality, defects which may weaken strength, including knots, shakes and short grain
- appearance of contamination, surface characteristics and grain pattern
- criteria for recycling and re-using sub-standard material
- recycling timber with inappropriate defects or contamination
- re-using timber with inappropriate defects or contamination
- redirecting timber with inappropriate defects or contamination for energy recovery
- storage systems and labelling procedures
- established communication channels and protocols
- procedures for recording and reporting workplace information.

Assessment Conditions

The following resources must be made available:

- cypress for visual stress grading
- work order, workplace requirements and site standards for visually stress grading cypress
- vernier callipers
- moisture meters (resistance and/or capacitance)
- tapes
- marking implements
- personal protective equipment required for visually stress grading cypress
- relevant personnel for the purposes of communicating information.

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

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FWPCOT2218 Cross cut materials with a fixed saw

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2218B Cross cut materials with a fixed saw, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to position and saw materials with a circular saw or fixed chainsaw. The unit includes equipment maintenance.

The unit applies to those who cross cut materials with a fixed saw in a forest products factory setting.

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

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Timber Manufactured Products

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Prepare for operation	1.1 Review work order and clarify with appropriate personnel. 1.2 Select equipment appropriate to work requirements and check for operational effectiveness.

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ELEMENTS	PERFORMANCE CRITERIA
	1.3 Prepare, check and clear work area, ready for operations. 1.4 Carry out pre-start checks on fixed saw in line with site requirements. 1.5 Establish and maintain communication with others in work area to ensure safety.
2. Cross cut material	2.1 Visually assess material to be cut for defects that may present unsafe work conditions and review cut. 2.2 Cut material within site standard tolerances for length and angle relative to centre line. 2.3 Use cutting techniques to industry standard lengths, maximising volume and quality of recovery material. 2.4 Operate fixed saw effectively, in line with manufacturer's recommendations. 2.5 Regularly check and clear work are in line with WHS requirements and site procedures. 2.6 Dispose of sub-standard material in line with site procedures and environmental requirements 2.7 Identify and report problems in line with site procedures
3. Maintain saw	3.1 Lock-out, clean and maintain fixed saw in line with manufacturer's recommendations and site procedures. 3.2 Identify blunt or damaged saws and replace or sharpen, in line with site procedures and manufacturer's recommendations. 3.3 Record and report fixed operations and maintenance 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.	
Problem solving skills to:	• identify defects in materials and problems with equipment, and rectify.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT2218B Cross cut materials with a fixed saw

Links

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Assessment Requirements for FWPCOT2218 Cross cut materials with a fixed saw

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2218B Cross cut materials with a fixed saw, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- safely and efficiently use a fixed saw to cross cut materials to the full range of timber, timber sizes and species
- follow organisational policies and procedures relevant to operating a fixed saw
- use appropriate methods to cross cut either of the following materials with a fixed saw
  - individual pieces of timber
  - packs of timber
- carry out start-up and lock out procedures for a fixed saw
- correctly positioning and securing materials onto carriage or conveyor for cross cutting
- identify defects and problems with fixed saw operations
- identify blunt or damaged saws
- effectively maximise volume and quality recovery
- communicate effectively with others at the work site
- carry out routine maintenance on a fixed saw.

Knowledge Evidence

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

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- workplace requirements and standards for operating a fixed circular saw or fixed chainsaw
- environmental protection requirements and safe disposal of waste material
- operational procedures and checks including start-up and shut-down procedures
- cutting techniques including the following aspects:
  - cutting positions
  - work order requirements
  - industry standard lengths
  - straightness requirements
  - cutting patterns
  - maximising volume and quality of recovery requirements
  - cutting procedures that minimise capping and splitting of material
  - placing material on conveyor or carriage
  - securing material
  - cutting at optimum feed rate to avoid damage to saw blade
- aspects relating to clearing when cross cutting materials including
  - using hand tools and a water jet to clear debris from the surface of material
  - clearing the work are of off –cuts
  - debris
  - ensuring saw clearance around material
  - depositing off-cuts and debris in recognised areas
  - clearing surfaces of debris likely to cause saw damage in the cutting area
- equipment processes, technical capability and limitations of a fixed saw
- industry standard length dimensions
- common industry terminology
- established communication channels and protocols to maintain safety
- processes for managing risks and hazards associated with fixed saw operations including lock –out procedures
- knowledge of defects in timber that can effect processing and cause risk
- workplace health and safety requirements and emergency evacuation procedures
- procedures for recording and reporting workplace records and information.

Assessment Conditions

The following resources must be made available:

- a fixed circular saw or fixed chainsaw
- material to be processed
- work order, workplace requirements and site standards for cross cutting materials with a fixed saw
- relevant personnel for the purposes of communicating information.

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

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

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FWPCOT2219 Use hand-held tools

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2219B Use hand-held tools, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to select and a use variety of manual hand tools and power tools for various tasks. Work is completed in work settings and involves completing basic non-specialist maintenance.

The unit applies to Production Worker, Manufacturing Assistant, Timber Manufacturing Worker, Sawmill Worker.

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

Pre-requisite Unit

Nil

Unit Sector

Common Technical; applies across sectors

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Prepare for using hand-held tools	1.1 Review work order and, where required, check with appropriate personnel. 1.2 Assess production requirements and select serviceable hand-held

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	tools appropriate to complete tasks. 1.3 Plan hand-held tool operating process in line with work order.
2. Operate and maintain hand-held tools	2.1 Select and use appropriate personal protective equipment. 2.2 Follow lock out procedures and check tools for safe operation in line with manufacturer's recommendations. 2.3 Identify unsafe, faulty or unserviceable items and mark for repair or replacement in line with organisational procedures. 2.4 Use hand and power tools in line with organisational safety procedures, manufacturer’s instructions environmental protection practices. 2.5 Apply appropriate techniques with tools to produce required production outcomes. 2.6 Check tool operation regularly to assess need for sharpening and other maintenance requirements. 2.7 Complete basic non-specialist maintenance for hand and power tools in line with manufacturer’s recommendations and safety procedures. 2.8 Record and report tool faults, serviceability issues and maintenance requirements 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.	
Numeracy skills to:	• identify tension measurements of tools • capability to identify and interpret units of measurement for appropriate hand held tools
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders • make accurate verbal reports on equipment faults.

Reading skills to:	• interpret:
	  • WHS and other organisational procedures
	  • work orders
	  • manufacturers’ instructions and maintenance recommendations.

Writing skills to:	• complete basic fault tags and accurate basic records for equipment faults and maintenance requirements.

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Planning and organising skills to:	• schedule time into day to day activities to complete maintenance activities as part of a logical and time-efficient work flow.
Problem-solving skills to:	• recognise equipment wear and damage and resolve by maintaining or reporting as unserviceable.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT2219B Use hand-held tools

Links

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

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Assessment Requirements for FWPCOT2219 Use hand-held tools

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2219B Use hand-held tools, 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:
- safely use appropriate manual and portable power tools:
  - manual hand tools:
    - handsaws
    - knives
    - chisels
    - hammers
    - hand drills
    - files
    - rasps
  - portable power tools:
    - drills
    - grinders
    - sanders
    - saws
    - nail guns
- complete basic non-specialist maintenance in line with manufacturers' recommendations, including:
  - sharpening at appropriate speed and at correct pitch and angle to obtain a sharp edge
  - cleaning

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- lubricating
- tightening
- adjusting
- checking consumable components for bluntness, wear and other damage
- removing and replacing consumable components.

Knowledge Evidence

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

- environmental protection practices for the use and maintenance of hand-held tools:
  - cleaning tools
  - safely disposing of waste and used consumables
- types of hand-held tools; their purpose, features and operation:
  - manual hand tools:
    - handsaws
    - knives
    - chisels
    - hammers
    - hand drills
    - files
    - rasps
  - portable power tools:
    - drills
    - grinders
    - sanders
    - saws
    - nail guns
- basic non-specialist repair and maintenance requirements and techniques for hand-held tools:
  - sharpening
  - cleaning
  - lubricating
  - tightening
  - adjusting
  - checking consumable components for bluntness and damage
  - removing and replacing consumable components
- types and correct use of personal protection equipment for operating and maintaining hand-held tools
- basic content of manufacturers':
  - instructions for equipment use

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    - recommendations for cleaning, repairing and maintaining
- format, content and use of these maintenance documents:
    - tags to identify faulty equipment
    - fault reports
    - repair and maintenance requests
- organisational procedures specific to operating and maintaining hand-held-tools:
    - workplace health and safety, with particular emphasis on equipment lock out and use of personal protective equipment
    - communication reporting lines
    - recording and reporting equipment faults and maintenance requests.
    -

Assessment Conditions

The following resources must be made available:

- hand-held tools:
    - manual hand tools:
        - handsaws
        - knives
        - chisels
        - hammers
        - hand drills
        - files
        - rasps
    - portable power tools:
        - drills
        - grinders
        - sanders
        - saws
        - nail guns
- consumable components
- maintenance tools and equipment for hand-held tools
- personal protection equipment for operating and maintaining hand-held tools
- manufacturers':
    - instructions for equipment use
    - recommendations for cleaning, repairing and maintaining
- template maintenance documents:
    - tags to identify faulty equipment
    - fault reports
    - repair and maintenance requests

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- organisational procedures for operating and maintaining hand-held-tools
- relevant personnel for the purposes of communicating information.

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

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FWPCOT2220 Select trees for tending operations

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2220B Select trees for tending operations, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to select appropriate trees for tending operations which involves selecting trees to be thinned, pruned, treated for pests and other tending treatments used to provide a healthy environment for tree and forest growth. Work is completed in in a forest environment setting and involves identifying tree characteristics and marking them for specific treatments.

The unit applies to Forestry technician, Nursery technician, Supervisor (Forestry operations), Tree planter, Silviculturist, Arboriculture technician

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 *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Prepare for selection process	1.1 Determine tree distribution, characteristics and selection method from work order and where required check with appropriate personnel

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ELEMENTS	PERFORMANCE CRITERIA
	1.2 Identify and follow site environmental protection practices and associated regulatory compliance requirements. 1.3 Determine existing and potential site hazards and assess associated risks in line with organisational procedures. 1.4 Select appropriate personal protective and other equipment and check for operational effectiveness.
2. Select and mark trees for tending	2.1 Locate forest area for tree selection in line with work order. 2.2 Designate trees for particular tending treatments according to designated work order method, site procedures and environmental regulations. 2.3 Mark or re-mark trees using appropriate marking method and equipment. 2.4 Make recommendations for further tree selection 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.	
Numeracy skills to:	• count numbers of branches and trees at regular intervals during selection process.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • environmental regulations or plain English equivalent documents.

Planning and organising skills to:	• complete tree selection and marking activities in an efficient and logical sequence using designated work orders methods to guide activities.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT2220B Select trees for tending operations

Links

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

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Assessment Requirements for FWPCOT2220 Select trees for tending operations

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2220B Select trees for tending operations, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- use one or more of the following methods to identify, select and mark trees for tending treatments in line with an individual work order:
  - selecting a predetermined number of trees in a given area
  - counting and selecting trees at regular intervals
  - selecting trees with particular characteristics
  - selecting trees for particular treatment.

Knowledge Evidence

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

- basic content and application of applicable commonwealth, state, territory or local government environmental protection regulations relevant to tree tending operations
- use and care of tools and materials used to select trees for tending operations:
  - tags
  - tape
  - paint
  - tools for blaze marking
- typical workplace hazards present during tree selection activities and methods of minimising risks:

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    - slope
    - water
    - rock
    - undergrowth
    - slash
    - depressions and holes
    - falling or fallen branches
- key types of tending treatments and their purpose:
    - thinning
    - pruning
    - disease treatment
    - thinning
    - cleaning
    - seed collection
- characteristics of trees and distribution relevant to tending treatments:
    - dominance and vigour
    - leader defects
    - straightness
    - lean
    - size
    - angle
    - number of branches
    - spacing and overall tree health
    - stocking
    - green crowns
    - insect infestation
- common methods used to select trees for tending operations:
    - selecting predetermined number of trees in a given area
    - counting and selecting trees at regular intervals
    - selecting trees with particular characteristics
    - selecting trees for particular treatment
- organisational procedures specific to selecting and marking trees for tending:
    - workplace health and safety with particular emphasis on risk control and use of personal protective equipment
    - communication reporting lines.

Assessment Conditions

The following resources must be made available as appropriate:

- tags

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- tape
- paint
- tools for blaze marking
- personal protective equipment suitable for selecting and marking trees
- environmental regulations affecting site operations
- work order with designated methods for tree selection
- organisational procedures for selecting and marking trees for tending.

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

Assessor requirements

Assessors must:

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

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

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FWPCOT2222 Produce laminated beams

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2222B Produce laminated beams, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to prepare and cut boards for beam production.

The unit applies to production workers who produce laminated beams in a forest products factory setting and involves laying up and clamping beams, and joining timber components.

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

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Sawmilling and Processing

Wood Panel and Board Production

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Prepare for assembly	1.1 Review construction plan and work order and where required check with appropriate personnel.

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	1.2 Identify type and quantity of timber and glue required and obtain materials. 1.3 Select appropriate equipment and check for operational effectiveness in line with manufacturer's recommendations. 1.4 Select and prepare required assembly jigs.
2. Cut boards for beams	2.1 Visually assess condition of boards and check moisture content. 2.2 Use equipment in line with organisational safety procedures, manufacturer’s instructions environmental protection practices. 2.3 Straight or scarf cut boards; optimise quantity and eliminate faults. 2.4 Sort cut boards according to length and mark in line with organisational procedures. 2.5 Reject defective components and dispose of in line with environmental protection practices. 2.6 Store assembly jigs for further use or dispose of in line with environmental protection practices.
3. Assemble beams	3.1 Select timber components from pre-cut material in line with cutting list and beam design. 3.2 Mix glue in line with manufacturer’s recommendations. 3.3 Set glue spreader to apply even coating and apply glue line to ensure minimal wastage. 3.4 Lay components in jigs ready for joining with allowable faults, joins and grain in line with construction standards and grading rules. 3.5 Start press and check controls and operation in line with organisational procedures. 3.6 Set press with jigs and position beam to correct orientation. 3.7 Apply load and heat to beam. 3.8 Check and remove beam from press. 3.9 Identify routine processing and equipment faults and resolve or report to appropriate personnel.
4. Prepare beams for despatch and report	4.1 Check and label finished beams in line with work order. 4.2 Remove components from jigs and safely stack in designated location. 4.3 Strap, pack and label finished beams ready for transportation. 4.4 Avoid wastage of strapping and packaging materials and maximise use of recycled materials. 4.5 Complete production and quality records and report in line with organisational procedures.

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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:	• identify quantities of required material within work plans and count raw materials • calculate routine mixing ratios for glue • calculate time for glue to cure • complete routine production records involving quantities tallied against orders.
Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders • make accurate verbal reports on processing and equipment faults.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • safety data sheets for glue
	  • manufacturer's recommendations for equipment and glue use.

Writing skills to:	• produce basic clear labels for product identification and transportation • complete accurate basic records for production outcomes, equipment faults and maintenance requirements.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.
Problem-solving skills to:	• identify and dispose of defective materials • recognise faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select and use appropriate machinery, tools and personal protective equipment used for producing laminated beams.

Range of Conditions

Not Applicable

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Unit Mapping Information

FPICOT2222B Produce laminated beams

Links

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

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Assessment Requirements for FWPCOT2222 Produce laminated beams

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2222B Produce laminated beams, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:
- prepare and cut boards for beam production in line with individual work orders
- across the above jobs, complete these processes:
  - straight cut timber to length with a vertical cut
  - scarf cut timber at a level, providing a larger end grain surface for bonding
  - strap, pack and label bundles of completed products ready for transportation
  -

Knowledge Evidence

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

- environmental protection practices for forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - safely disposing of, recycling and reusing timber and other waste
- types of glue used for producing laminated beams; procedures and standards for mixing, curing and applying it
- range of industry standard cross sections, their strength, tolerances and applicable terminology
- assembly sequences

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- componentry and construction standards
- typical component defects and how these affect ability to produce a quality finished product:
  - warp
  - wane
  - cupping
  - shakes
  - insect defects
  - knots
  - resin pockets
- storage layout and categories for stacking finished materials
- types of tools and equipment used for producing laminated beams; their purpose, features and operation:
  - measuring equipment
  - assembly jigs
  - docking and trimming saws
  - presses
  - marking equipment
  - glue spreader
  - strapping equipment
- organisational procedures specific to producing laminated beams:
  - workplace health and safety with particular emphasis on equipment lock out
  - use of equipment
  - communication reporting lines
  - recording and reporting production outcomes and equipment faults.
  -

Assessment Conditions

The following resources must be made available:

- tools and equipment used to produce laminated beams including:
  - measuring equipment
  - assembly jigs
  - docking and trimming saws
  - presses
  - marking equipment
  - glue spreader
  - strapping equipment
- glue
- personal protective equipment suitable for producing laminated beams
- commercial product range of timber

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- manufacturers' instructions for:
  - equipment use
  - mixing and curing glue
- work order and construction plan with specifications for assembling laminated beams
- template documents for recording production outcomes and equipment faults
- organisational procedures for producing laminated beams.

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

Assessor requirements

Assessors must:

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

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

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FWPCOT2224 Band edges of panels

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2224B Band edges of panels, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format

Application

This unit of competency describes the outcomes required to set up, operate and maintain edge banding machines that use automated processes to apply and finish edge treatments.

The unit applies to timber products operators that apply edge banding to timber panels in a wood products factory setting

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

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Prepare for edge banding	1.1 Review work order and where required check with appropriate personnel. 1.2 Identify type and quantity of panels to be edge banded and obtain panels.

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	1.3 Select appropriate equipment and check for operational effectiveness in line with manufacturer's recommendations. 1.4 Select edge banding process in line with work order.
2. Set up edge banding equipment	2.1 Follow lock out procedures, set machine to suit material to be edged and adjust as required. 2.2 Use equipment in line with organisational safety procedures, manufacturer’s instructions environmental protection practices. 2.3 Conduct test runs to check machine operation, accuracy and quality of finished work and make adjustments to machine settings. 2.4 Use suitable tested materials for processing or reject and dispose of in line with environmental protection practices.
3. Apply edging	3.1 Feed panels into machine in line with manufacturer's instructions and safety procedures. 3.2 Monitor machine operations to ensure product quality and output. 3.3 Minimise waste by checking trim distances for cut off on each panel. 3.4 Repair sub-standard panels, dispose of or recycle in line with environmental protection practices. 3.5 Identify routine processing and equipment faults and resolve or report to appropriate personnel. 3.6 Complete production and quality records and report in line with organisational procedures.
4. Complete operator maintenance	4.1 Follow organisational safety procedures to lock out equipment. 4.2 Check edging mechanisms for bluntness and build-up of glue and rectify. 4.3 Check and reload edge treatments in line with manufacturer recommendations. 4.4 Clear dust and debris from machine area. 4.5 Record and report equipment faults and maintenance requirements 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.	
Numeracy skills to:	• identify quantities of required material within work orders and

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	count raw materials • read basic numerical machine settings and choose according to panel dimensions • complete basic calculations to determine trim distances for panels • complete routine production records involving dimensions and quantities tallied against orders.
Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders • make accurate verbal reports on processing and equipment faults.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' instructions and maintenance recommendations.

Writing skills to:	• complete accurate basic records for production outcomes, equipment faults and maintenance requirements.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.
Problem-solving skills to:	• identify and dispose of sub-standard panels • recognise faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select, use and maintain appropriate machinery, tools and personal protective equipment used for cutting activities...

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT2224B Band edges of panels

Links

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

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Assessment Requirements for FWPCOT2224 Band edges of panels

Modification History

Release	Comment
	Replaces equivalent unit FPICOT2224B Band edges of panels, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:
- apply edging to one or more timber panels in line with individual work orders using one or more materials from the following list:
  - laminated veneer
  - chipboard
  - fiberboard
  - medium density fiberboard
- select the appropriate machine settings for:
  - panel size
  - squareness
  - profile
  - edge treatment width
  - alignment of the edge treatment
  - speed of the application
  - trim allowances
  - glue application rates (if not glue-backed).
  -

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Knowledge Evidence

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

- environmental protection practices for forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing timber
- key features of panel products and purpose of edging
- edge banding techniques:
  - checking the trim distances for cut off on each panel
- appropriate machine settings for:
  - panel size
  - squareness
  - profile
  - edge treatment width
  - alignment of the edge treatment
  - speed of the application
  - trim allowances
  - glue application rates (if not glue-backed)
- types of tools and equipment used for banding edges of panels; their purpose, features, operation and basic non-specialist repair and maintenance:
  - automated edge banding machines
  - mechanical edge banding machines
  - glue-backed veneer edge strip role
  - timber edging strips
  - laminate edge stripping (glue-backed or glued, on a role or in strips)
- methods for assessing condition of edging mechanisms
- organisational procedures specific to banding edges of panels:
  - workplace health and safety with particular emphasis on equipment lock out
  - use and maintenance of equipment
  - communication reporting lines.
  -

Assessment Conditions

The following resources must be made available:

- tools and equipment used to band edges of panels including:
  - automated edge banding machines
  - mechanical edge banding machines
  - glue-backed veneer edge strip role
  - timber edging strips

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  - laminate edge stripping (glue-backed or glued, on a role or in strips)
- maintenance tools and equipment for edging mechanisms
- personal protective equipment suitable for banding edges of panels
- a diverse, comprehensive and commercial product range of panels
- manufacturers':
  - instructions for equipment use
  - recommendations for cleaning, repairing and maintaining
- work order with specific instructions for banding the edges of panels
- template documents for recording production outcomes and equipment faults
- organisational procedures for banding edges of panels.

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

Assessor requirements

Assessors must:

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

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

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FWPCOT2225 Chip or flake wood

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2225B Chip or flake wood, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to operate specialist equipment to produce chips or flake from wood in readiness for production, while monitoring and maintaining the flow of operation.

The unit applies to those who chip or flake wood in forest products factory setting and includes operator maintenance

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

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Timber Manufactured Products

Wood Panel Products

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Prepare for chip or	1.1 Review work order and where required check with appropriate

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flake production	personnel. 1.2 Identify type and quantity of wood to be chipped or flaked, assess condition and select from stockpile. 1.3 Select appropriate equipment and check for operational effectiveness in line with manufacturer's recommendations. 1.4 Plan chipping or flaking process in line with work order.
2. Produce chips and flakes	2.1 Use equipment in line with organisational safety procedures, manufacturer’s instructions environmental protection practices. 2.2 Start machines and feed systems and adjust to produce chip or flake size in line with work order. 2.3 Check chip or flake production regularly to ensure wood chips or flakes meet quality specifications. 2.4 Monitor conveyor operations and clear jams to ensure free flow and minimisation of waste material. 2.5 Direct output of chips or flakes to storage bins in line with prescribed fill levels. 2.6 Identify routine processing and equipment faults and resolve or report to appropriate personnel. 2.7 Respond to critical situations requiring emergency shutdown to prevent personal injury or damage to machine or product. 2.8 Complete production and quality records and report in line with organisational procedures.
3. Complete operator maintenance	3.1 Follow organisational safety procedures to lock out equipment. 3.2 Check blades and knives for faults, bluntness and damage. 3.3 Remove and replace blades and knives in line with manufacturer’s recommendations. 3.4 Dispose of used blades and knives in line with organisational procedures and environmental protection practices. 3.5 Clear dust and debris from machine area. 3.6 Record and report equipment faults and maintenance requirements 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.

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Numeracy skills to:	• identify quantities of required material within work orders and count raw materials • read basic numerical machine settings and choose according to chip or flake size • complete routine production records involving quantities tallied against orders.
Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders • make accurate verbal reports on processing and equipment faults.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' instructions and maintenance recommendations.

Writing skills to:	• complete accurate basic records for production outcomes, equipment faults and maintenance requirements.
Planning and organising skills to:	• sequence the stages of preparation and production using work order to guide activities.
Problem-solving skills to:	• identify situations requiring emergency shutdown and respond immediately • recognise faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select, use and maintain appropriate machinery, tools and personal protective equipment used for chip and flake production.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT2225B Chip or flake wood

Links

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

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Assessment Requirements for FWPCOT2225 Chip or flake wood

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2225B Chip or flake wood, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:
- produce chips and flakes of varying sizes and grades in line with individual work orders
- complete assessments of the source wood for:
  - species
  - size
  - moisture content
  - contamination issues.

Knowledge Evidence

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

- environmental protection practices for forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing timber
- characteristics of wood for assessment and how these affect finished wood chips and flakes:
  - species
  - size
  - moisture content

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- typical contamination issues associated with wood, and how these affect ability to produce quality chips and flakes:
  - logs
  - billets
  - off-cuts
  - waste timber
  - down grade timber
  - residue
  - chips
  - reject boards
- stages of the chip and flake production process
- industry and organisational specific quality specifications for wood chips and flakes
- types of tools and equipment used to chip and flake wood; their purpose, features, operation and basic non-specialist repair and maintenance:
  - chippers
  - hoggers
  - shredders and knife mills
  - mechanised feed systems
  - conveyors
  - chutes or track systems
- methods for assessing blade and knife condition
- organisational procedures specific to chipping and flaking wood:
  - workplace health and safety with particular emphasis on equipment lock out
  - use and maintenance of equipment
  - communication reporting lines
  - recording and reporting production outcomes and equipment faults.
  -

Assessment Conditions

The following resources must be made available:

- tools and equipment used to chip and flake wood:
  - chippers
  - hoggers
  - shredders and knife mills
  - mechanised feed systems
  - conveyors
  - chutes or track systems
- maintenance tools and equipment for removing and replacing blades and knives
- consumable components; blades and knives
- personal protective equipment suitable for chipping and flaking wood

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- wood materials for processing
- manufacturers':
  - instructions for equipment use
  - recommendations for cleaning, repairing and maintaining
- work order with specific instructions for assessing wood and chip and flake requirements
- template documents for recording production outcomes and equipment faults
- organisational procedures for chipping and flaking wood
- relevant personnel for the purposes of communicating information.

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

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FWPCOT2226 Debark logs mechanically

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.2.

Application

This unit of competency describes the skills and knowledge required to debark logs mechanically to a set diameter and length in a saw mill or wood processing plant.

The unit applies to individuals who debark logs using mechanical equipment. Operators generally work under broad direction and take responsibility for their work.

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

Pre-requisite Unit

Nil

Unit Sector

Core Technical (COT)

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Prepare for debarking	1.1 Review work order and clarify with appropriate personnel 1.2 Assess type and quantity of logs to be processed by mechanical debarker

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ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
	1.3 Select equipment and check for operational effectiveness 1.4 Plan debarking process in line with site work, health and safety and operating procedures and environmental requirements 1.5 Identify emergency plan procedures to follow in the event of an emergency 1.6 Establish and maintain communication with others in line with work health and safety requirements
2. Debark logs	2.1 Carry out pre-operational checks on mechanical debarker in line with workplace procedures or manufacturers' recommendations 2.2 Feed material into the machine at the rate prescribed by workplace requirements 2.3 Regularly check and adjust conveyors to maximise feed rate and maintain desired quality and output 2.4 Segregate logs with defects and dispose of in line with site procedures and environmental requirements 2.5 Direct debarked logs to storage in a designated location in line with work order 2.6 Report processing faults to appropriate personnel
3. Conduct operator maintenance	3.1 Lock-out mechanical debarker in line with site procedures 3.2 Conduct visual inspection to identify issues and faults 3.3 Check mechanical debarker for blunt of damaged cutters and remove and replace, in line with manufacturers' specifications 3.4 Repair or replace blunt or damaged cutters in line with site procedures and environmental requirements 3.5 Record and report mechanical debarker operations, faults and maintenance activities

Foundation Skills

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

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Skill	Description
Reading	• read standard operating procedures and/or manufacturers' instructions for the operation of debarker
Writing	• record operation, production and machine maintenance on paper based or electronic media
Oral Communication	• interact verbally with others on site to ensure safe and effective debarking operations • use appropriate vocabulary, including technical language directly relevant to role
Numeracy	• interpret gauges relevant to safe operation of debarker
Navigate the world of work	• understand main tasks, responsibilities and boundaries of own role
Interact with others	• communicate and report operational and safety information to on-site personnel
Get the work done	• recognise and respond to routine problems • plan and organise own work activities and resources

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPCOT2226 Debark logs mechanically Release 2	FWPCOT2226 Debark logs mechanically Release 1	No significant changes were applied to this unit. One new PC1.5 added and PC1.4 edited to align with existing KE. Minor additions to the foundation skills.	Equivalent unit

Links

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

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Assessment Requirements for FWPCOT2226 Debark logs mechanically

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.2.

Performance Evidence

An individual demonstrating competency must satisfy all the elements and performance criteria of this unit. There must be evidence that, on at least one occasion, the individual has:

- safely and effectively operated a mechanical debarker in line with a work order
- assessed logs to be debarked for defects that will effect processing
- communicated effectively with others in the work area
- followed workplace procedures for operating a mechanical debarker
- carried out routine maintenance on a mechanical debarker
- recorded and reported debarker operations and maintenance activities.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- workplace procedures for operating a mechanical debarker as outlined in workplace procedures and production plan
- environmental protection requirements and safe disposal of waste as outlined in workplace procedures and production plan
- characteristics of trees and timber defects that can cause processing problems
- industry or workplace-accepted communication protocols and procedures to maintain work safety during mechanical deberker operations
- processes for managing risks and hazards associated with debarking logs
- work health and safety requirements and emergency evacuation procedures
- procedures for recording and reporting operation and machine maintenance records.

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Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a log processing facility or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - mechanical debarker
  - logs to be debarked
  - personal protective equipment
- specifications:
  - access to workplace policies and procedures which cover current Work Health and Safety Acts or Occupational Health and Safety Acts , regulations and related industry standards and codes of practice applicable to forest harvesting operations
  - access to workplace policies and procedures which cover current Environment Protection Acts, regulations and related industry standards and codes of practice applicable to forest harvesting operations
  - access to workplace policies and procedure for operating a mechanical debarker
  - access to site emergency procedure.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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

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FWPCOT2227 Process orders and despatch products

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2227B Process orders and despatch products, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to process orders, select, compile and wrap products and to organise their despatch. Work is completed in a forest products factory setting.

The unit applies to Sawmill Worker, Production Worker, Manufacturing Assistant.

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

Pre-requisite Unit

Nil

Unit Sector

Common Technical; applies across sectors

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Prepare for orders and despatch	1.1 Review orders and consignment documentation and where required check with appropriate personnel. 1.2 Plan and sequence despatch schedules in line with organisational procedures.

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2. Process orders	2.1 Use safe manual handling techniques when selecting and processing goods to avoid personal injury. 2.2 Select and compile products in line with order documentation. 2.3 Check products using product knowledge, labels and other identification systems. 2.4 Wrap finished product orders to avoid damage during transportation. 2.5 Avoid wastage of packaging materials; reuse recycled materials and recycle offcuts. 2.6 Check order against despatch schedule and order documentation. 2.7 Sort and consolidated compiled orders in line with organisational procedures.
3. Despatch products	3.1 Complete records for despatch and product movement. 3.2 Complete, attach and check load labels and documentation. 3.3 Organise loading in line with organisational procedures. 3.4 Explain transportation requirements to driver. 3.5 Update stock records in line with organisational procedures. 3.6 Record order and despatch problems and report 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.	
Numeracy skills to:	• interpret numbers of goods on order documentation, count items to match • input accurate numerical data into stock records.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of orders and consignment documentation • provide clear instructions to delivery driver.

Reading skills to:	• interpret detailed and familiar documents:
	  • organisational procedures
	  • orders, consignment documents, despatch schedules, product labels and stock records.

Writing skills to:	• complete basic accurate records of orders and despatch • accurately record information on despatch labels

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	• make simple reports about order and despatch problems.
Planning and organising skills to:	• complete order and despatch activities in a logical and time-efficient sequence using despatch schedules to guide activities.
Problem-solving skills to:	• identify, record and report order discrepancies and quality issues.

Technology skills to:	• use:
	  • a computer and keyboard
	  • the system capabilities and functions of an order and despatch system
	  • equipment used to assist with shifting goods.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT2227B Process orders and despatch products

Links

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

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Assessment Requirements for FWPCOT2227 Process orders and despatch products

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2227B Process orders and despatch products, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:
- follow organisational policies and procedures relevant to processing orders and despatching products
- process orders including
  - selecting and compiling orders
  - sort and consolidate products
  - wrap products
- despatch products including
  - labelling
  - organising transport.
  -

Knowledge Evidence

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

- system functions and capabilities of industry and specific organisational order and despatch software systems
- format, content and use of:
  - order and consignment documentation

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  - despatch schedules
  - despatch labels
- storage layout and categories of finished products for a forest products factory setting
- key features of the product range of the organisation
- transport conditions for different types of products and packaging requirements to avoid damage
- environmental protection practices for packaging products for despatch:
  - avoiding waste when wrapping and packaging
  - reusing recycled materials on hand
  - disposing of and recycling wrapping and packaging materials
- safe manual handling techniques for selecting and compiling orders; those for bending, lifting and shifting and carrying heavy items
- organisational policies and procedures specific to processing orders and despatching products
- workplace health and safety and use of assistive equipment to shift heavy items
- processing and despatching orders; completion of required documentation and labelling
- communication reporting lines
- recording and reporting order and despatch problems.
-

Assessment Conditions

The following resources must be made available:

- computers, keyboards and printers
- industry current software programs used to control order and despatch processes
- assistive equipment to shift heavy items
- personal protective equipment used for selecting and compiling orders
- a diverse range of products to be selected, compiled and packaged for despatch:
  - timber
  - wood panel products
  - manufactured timber products
- wrapping and packaging materials for products despatched from a forest products factory setting
- order and consignment documentation
- despatch schedules
- despatch labels
- template reports for recording order and despatch problems
- organisational policies and procedures for processing orders and despatching products.

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:

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

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FWPCOT2228 Store materials

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Application

This unit of competency describes the outcomes required to receive and store packs of timber and timber products in a timber racking system and storage bay. Work is completed in in a forest products factory setting.

The unit applies to Sawmill Worker, Production Worker, Manufacturing Assistant.

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 *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Prepare for storage	1.1 Review work order and where required check with appropriate personnel. 1.2 Inspect and check the type and quantity of material for grading, labelling and storage.

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ELEMENTS	PERFORMANCE CRITERIA
	1.3 Select required storage locations and isolate in line with organisational procedures 1.4 Select appropriate personal protective and lifting equipment and request assistance with lifting.
2. Receive materials	2.1 Place packs containing material to be stored on stand, frame or ground. 2.2 Release or unbind packs in a clear area to avoid personal injury and damage to material. 2.3 Check material tallies against labelled or expected content. 2.4 Report packs not meeting work order or containing contaminated material to appropriate personnel. 2.5 Regularly clear area of packing and loose material in line with organisational safety procedures.
3. Categorise and store materials	3.1 Separate material by size and category and store in designated storage locations. 3.2 Dispose of material not meeting quality requirements in line with environmental protection practices. 3.3 Label storage locations in line with organisational systems. 3.4 Complete, process and maintain records and reports in line with organisational procedures.

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:	• tally numbers of timber packs and timber products against stock receipt documents • estimate sizes of cross-sections widths, lengths and profiles of materials and sort into common dimensions • complete basic stock records and reports involving quantities and dimensions.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders.
Reading skills to:	• interpret: • workplace health and safety and other organisational procedures

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	• work orders • basic stock receipt documents.
Writing skills to:	• complete accurate basic labels and records and reports for incoming stock.
Planning and organising skills to:	• efficiently and logically sequence the stages of receipt and storage of timber products using work order to guide activities.

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPCOT2228 Store materials Release 2	FWPCOT2228 Store materials Release 1	Assessment conditions updated	Equivalent unit

Links

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

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Assessment Requirements for FWPCOT2228 Store materials

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to storing materials
- prepare for, receive and inspect a pack of timber or timber products for storage
- sort a pack of timber, move and allocate its contents to storage locations in line with organisational requirements
- complete records and reports for incoming materials.

Knowledge Evidence

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

- methods of visual estimation, grading, colour identification and tagging
- range of industry standard lengths, cross sections, appearance grades and applicable terminology
- layout of stores area in forest products factories and typical methods to categorise, label and store timber and timber products:
  - standard product classification
  - product designation
  - size
  - dimension
  - stack number
  - weight
  - grade
  - shelf life

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    - stock rotation position
- purpose, features and operation of lifting equipment used for receiving and storing timber products:
    - fork lifts
    - slings
    - trolley jacks
    - gantry cranes
    - loaders
- safe manual handling techniques for moving and storing timber and timber products; those for bending, lifting and carrying heavy items and using assistive lifting equipment
- organisational policies and procedures specific to receiving and storing timber products:
    - workplace health and safety with particular emphasis on use of lifting and personal protective equipment
    - communication reporting lines
    - recording and reporting receipt of stock
- environmental protection practices for disposing of, recycling and reusing timber and other waste.

Assessment Conditions

The following resources must be made available:

- storage equipment
- lifting equipment
- personal protective equipment suitable for receiving and storing timber products
- timber and timber products for storage
- stock receipt documents with specific details of incoming materials
- template stock control records and reports
- work order with specific instructions for receiving and storing timber products
- organisational policies and procedures for receiving and storing timber products.

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

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FWPCOT2229 Dock material to length

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2229B Dock material to length, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to prepare and dock material to length with a power driven saw. Work is completed in forest products factory setting and includes operator maintenance.

The unit applies to Timber Manufacturing Worker, Production Worker, Customer Service Assistant, and Sawmill Worker.

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

Pre-requisite Unit

Nil

Unit Sector

Common Technical; applies across sectors

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*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.*

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ELEMENTS	PERFORMANCE CRITERIA
1. Prepare for cutting	1.1 Review work order and where required check with appropriate personnel. 1.2 Identify type and quantity of materials to be cut and obtain from storage. 1.3 Select appropriate equipment and check for operational effectiveness in line with manufacturer's recommendations. 1.4 Interpret cutting list and plan material cutting patterns and saw set-up sequences in line with work order.
2. Cut material to length	2.1 Mark up material and set stops in preparation for cutting. 2.2 Use equipment and machinery in line with organisational procedures, manufacturer's instructions and environmental protection practices. 2.3 Follow cutting sequence and patterns to produce required quantity. 2.4 Check cuts for length within a set tolerance. 2.5 Dispose of incorrect cuts, off-cuts and material with defects in line with environmental protection practices. 2.6 Stack material safely in designated location in line with work order requirements. 2.7 Identify routine processing and equipment faults and resolve or report to appropriate personnel. 2.8 Complete production and quality records and report in line with organisational procedures.
3. Complete operator maintenance	3.1 Follow organisational safety procedures to lock out equipment. 3.2 Check saw blades for blunt or damaged condition 3.3 Repair or send for repair blunt saw blades according to organisational site procedures and manufacturer’s instructions 3.4 Recycle or dispose of used blades in line with organisational procedures and environmental protection practices 3.5 Complete basic non-specialist maintenance for equipment. 3.6 Keep saw area clear of dust, off-cuts and debris. 3.7 Record and report equipment faults and maintenance requirements to appropriate personnel.

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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:	• identify quantities of required material within work orders and count raw materials • complete basic calculations of required length to determine saw set up • complete routine production records involving dimensions and quantities tallied against orders.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders • make accurate verbal reports on processing and equipment faults.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' instructions and maintenance recommendations.

Writing skills to:	• complete accurate basic records for production outcomes, equipment faults and maintenance requirements.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.
Problem-solving skills to:	• identify and dispose of incorrect cuts and defective material • recognise faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select, use and maintain appropriate machinery, tools and personal protective equipment used for machining activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT2229B Dock material to length

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Links

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

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Assessment Requirements for FWPCOT2229 Dock material to length

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2229B Dock material to length, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organizational policies and procedures relevant to docking material to length
- cut material to length in line with a work order and within prescribed organisational tolerances
- stack batches of cut material in line with organisational procedures
- complete basic non-specialist maintenance including:
  - cleaning the machine of wood chips and sawdust
  - replacing blunt cutters or saw blades according to site procedures
  - inspecting machine parts for wear or damage, including guards
  - greasing and lubricating moving parts
  - checking the operation of emergency stop buttons and lock out systems.

Knowledge Evidence

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

- cutting patterns and sequences for single angles requiring one cutting pass or single vertical cuts
- optimal docking practices

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- range of industry standard lengths, cross sections and tolerances and applicable terminology
- types of tools and equipment used for docking material to length; their purpose, features, operation and basic non-specialist repair and maintenance:
  - measuring equipment
  - manually controlled docking and trimming saws
  - bench saws
  - radial arm saws
  - saws with adjustable angle
  - saws with automatic feed
  - saws with one blade
  - table saws
- methods for assessing saw blade condition
- environmental protection practices for forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing timber and blunt saw blades
- storage layout and categories for:
  - raw materials
  - stacking finished materials
- typical timber defects and how these affect ability to produce a quality finished product:
  - warp
  - wane
  - cupping
  - shakes
  - insect defects
  - knots
  - resin pockets
- organisational procedures specific to docking material to length:
  - workplace health and safety with particular emphasis on equipment lock out
  - use and maintenance of equipment
  - communication reporting lines
  - recording and reporting production outcomes and equipment faults.
  -

Assessment Conditions

The following resources must be made available:

- tools and equipment used to dock material to length:
  - measuring equipment
  - manually controlled docking and trimming saws

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  - bench saws
  - radial arm saws
  - saws with adjustable angle
  - saws with automatic feed
  - saws with one blade
  - table saws
- maintenance tools and equipment for saws
- consumable components; saw blades
- personal protective equipment suitable for docking material to length
- a diverse, comprehensive and commercial product range of timber
- manufacturer instructions for equipment use and operator maintenance
- work order with specific instructions for cutting timber
- documents, spreadsheets and commonly used proformas documents for recording production outcomes and equipment faults
- relevant personnel for the purposes of communicating information
- organisational procedures for docking material to length.

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

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FWPCOT2230 Assemble products

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 1	This version replaces equivalent unit FPICOT2230B Assemble products, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.

Application

This unit of competency describes the skills and knowledge required to prepare and assemble construction-ready timber products. Work also involves stacking, strapping and despatching assembled timber products in readiness for transport to a construction site.

The unit applies to individuals who assemble products for despatch in a timber product manufacturing facility. Operators generally work under broad or limited direction to complete routine activities related to their own work, and take responsibility for their work.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Wood Panel and Board Production

Sawmilling and Processing

Elements and Performance Criteria

Elements	Performance Criteria

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for assembly work	1.1 Review construction plans, work order, workplace health and safety requirements, environmental protection practices and emergency procedures for assembly operation and, where required, clarify with appropriate personnel 1.2 Identify and report hazards and use personal protective equipment according to workplace requirements and health and safety legislation to maintain safe work practices 1.3 Identify and obtain the type and quantity of material to be assembled and hardware 1.4 Select appropriate tools and equipment and check for operational effectiveness according to manufacturer recommendations 1.5 Identify and prepare set-up jigs required for assembly
2. Set up timber components	2.1 Select timber components from the pre-cut material according to cutting list 2.2 Reject material with defects and dispose of according to environmental protection practices 2.3 Use equipment according to workplace health and safety procedures and manufacturer instructions 2.4 Position and clamp timber components in jigs ready for joining, and check for allowable faults, joins and grain according to construction standards and grading rules 2.5 Staple timber components to maintain temporary alignment during assembly
3. Install assembly hardware	3.1 Position and install hardware on joints according to construction plans 3.2 Nail or staple temporary bracing to the product according to construction standards 3.3 Correct assembly faults 3.4 Identify routine processing and equipment faults and resolve or report to appropriate personnel
4. Prepare timber products for despatch and report	4.1 Check finished timber product for quality and label according to work order 4.2 Remove timber product from jigs and safely stack in a designated location 4.3 Strap, pack and label finished timber products ready for transportation

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	4.4 Avoid wastage of strapping and packaging materials and maximise use of recycled materials 4.5 Complete quality records and report for production outcomes, equipment faults and maintenance requirements according to workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Writing	• Produce basic clear labels for product identification and transportation
Numeracy	• Count quantities of materials and hardware components and select appropriate sizes • Complete routine calculations for component layouts • Accurately measure lengths and angles
Navigate the world of work	• Understand main tasks, responsibilities and boundaries of own role
Interact with others	• Use modes of communication suitable for the purpose to confirm and clarify understanding
Get the work done	• Recognise and respond to routine problems

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPCOT2230 Assemble products Release 2	FWPCOT2230 Assemble products Release 1	Updated workplace health and safety requirements in performance criteria; clarified the intent of	Equivalent unit

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		unit and assessment requirements; updated foundation skills; updated frequency and volume of the performance evidence.	

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPCOT2230 Assemble products

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 1	This version replaces equivalent unit FPICOT2230B Assemble products, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit. There must be evidence that, on at least one occasion, the individual has:

- assembled three or more of the following types of timber products according to an individual work order, construction plan and workplace health and safety requirements:
  - pallets
  - crates
  - trellises
  - stairs
  - doors
  - windows
  - beams
- strapped, packed and labelled bundles of completed timber products ready for transportation
- completed a detailed and accurate report for production outcomes and equipment faults.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- health and safety hazards or risks related to assembling timber products, as identified through risk assessments, manufacturer technical information, regulations and industry health and safety guides
- workplace procedures specific to assembling timber products:
  - health and safety, with particular emphasis on personal protective equipment (PPE) and equipment lockout

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    - use of equipment for assembling timber products
    - communication reporting lines
    - recording and reporting production outcomes and equipment faults
- environmental protection practices for timber product manufacturing facilities:
    - reducing water and energy use
    - cleaning plant, tools and equipment
    - disposing of, recycling and reusing timber
- typical timber component defects and how these affect the ability to produce a quality finished product:
    - warp
    - wane
    - cupping
    - shakes
    - insect defects
    - knots
    - resin pockets
- assembly sequences
- componentry and construction standards
- typical assembly faults triggering a correction to ensure timber product quality, including:
    - incorrectly positioned joints
    - timber splits from nailing
    - incorrectly positioned hardware
- storage layout and categories for stacking finished timber products
- types of tools, equipment and assembly hardware used for assembling timber products, their purpose, features and operation:
    - measuring equipment
    - assembly jigs
    - nail plate presses
    - staple guns
    - nail guns
    - compressor or compressed air supply
    - marking equipment
    - strapping equipment
    - nailing plates
    - gang nails
    - nail gun nails
    - staples.

Assessment Conditions

Assessment of skills must take place under the following conditions:

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- physical conditions:
  - skills must be demonstrated in an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - tools and equipment used to assemble timber products
  - assembly hardware
  - PPE suitable for assembling timber products
  - pre-cut sections of timber
- specifications:
  - manufacturer instructions for equipment use
  - work order and construction plan with specifications for assembling timber products
  - template documents for recording production outcomes and equipment faults
  - workplace procedures for assembling timber products, including health and safety and emergency procedures and environmental protection procedures.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPCOT2231 Pack products

Modification History

Release	Comment
1	Replaces equivalent FPICOT2231B Pack products, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to plan and pack routine and special orders, and to modify packing of routine orders, in readiness for despatch to customers.

The unit applies to those packing products in a forest products factory setting.

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

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Timber Manufactured Products

Wood Panel Products

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Prepare to pack orders.	1.1 Review work order in line with site procedures. 1.2 Prepare to work safely according to workplace requirements. 1.3 Assess strength, flexibility and liability to damage of material to

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ELEMENTS	PERFORMANCE CRITERIA
	be packed. 1.4 Ensure sizes and weights of planned pack are consistent with handling systems at despatch and delivery site. 1.5 Communicate information with relevant personnel as required, in line with workplace requirements.
2. Pack orders.	2.1 Select packing material to suit the specific order requirements. 2.2 Apply standard site packing methods according to relevant regulations, and site requirements and procedures. 2.3 Use stacking, bracing and strapping methods to provide strength and minimise damage during transport. 2.4 Apply labelling methods in line with site procedures. 2.5 Minimise and deal with bracing and strapping waste material in line with site procedures, manufacturer recommendations and environmental requirements.
3. Modify packing of routine orders.	3.1 Determine changes to type or quantity of material to be packed in line with work order. 3.2 Review or alter transport packing methods. 3.3 Report and rectify pack handling problems or material damage resulting from changes. 3.4 Review changes resulting in potential major problems with the customer.

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:	• interpret numbers of goods on order documentation, count items to match • input accurate numerical data into stock records • calculate size and weight of packs to be distributed
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of orders and consignment documentation • provide clear instructions to delivery driver.

Reading skills to:	• interpret detailed and familiar documents:
	  • organisational procedures
	  • orders, consignment documents, despatch schedules, product

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	labels and stock records.
Writing skills to:	• complete basic accurate records of orders and despatch • accurately record information on despatch labels • make simple reports about order and despatch problems.
Planning and organising skills to:	• complete order and despatch activities in a logical and time-efficient sequence using despatch schedules to guide activities.
Problem-solving skills to:	• identify, record and report order discrepancies and quality issues.

Technology skills to:	• use:
	  • a computer and keyboard
	  • the system capabilities and functions of an order and despatch system
	  • equipment used to assist with shifting goods.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT2231B Pack products

Links

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

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Assessment Requirements for FWPCOT2231 Pack products

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2231B Pack products, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to packing products
- pack products in line with work order and safe work procedure
- stack, brace, strap and label packs of products in line with organisational requirements and work health safety (WHS) requirements
- monitor the packing process for faults and respond according to organisational requirements
- use labelling methods according to workplace requirements
- modify packing of routine orders in line with work order and organisational requirements.

Knowledge Evidence

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

- safe work procedures involved in packing and handling products
- environmental protection procedures including the safe and efficient disposal, recycling or re-use of waste material (including bracing and strapping waste material) and the minimisation of carbon emissions
- procedures for identifying and resolving common faults and problems
- procedures for recording and reporting workplace information
- products and their use
- characteristics of pack shift and movement, its impact on safety and how to control it
- packing sequences and weight distribution and their impact on safety and productivity

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- packing methods that apply to different types of products (stacking, bracing, strapping
- tools and equipment used for packing and procedures for their safe use and maintenance.

Assessment Conditions

The following resources must be made available:

- workplace location or realistic simulated workplace
- materials and equipment used to pack products:
  - packing tools and materials
  - labelling materials
- work order containing packaging and despatch instructions for timber and timber products from the work site.
- Organisational policies and procedures relevant to packing products

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

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FWPCOT2232 Cut material to shape using a saw

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2232B Cut material to shape using a saw, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to prepare and cut material to shape using sawing equipment in order to produce shaped timber products. Work is completed in forest products factory setting and includes operator maintenance.

The unit applies to Production Worker, Sawmill Worker, Manufacturing Assistant, Saw Operator.

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

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Timber Merchandising

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*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.*

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ELEMENTS	PERFORMANCE CRITERIA
1. Prepare for shaping	1.1 Review work order and where required check with appropriate personnel. 1.2 Identify type and quantity of materials to be shaped and obtain from storage location. 1.3 Select appropriate equipment and check for operational effectiveness in line with manufacturer's recommendations. 1.4 Identify profile to be cut and select cutting blades.
2. Set up shaping equipment	2.1 Follow lock out procedures, select and attach machine guides to machinery. 2.2 Check saw blade for sharpness and correct alignment. 2.3 Use equipment in line with organisational safety procedures, manufacturer’s instructions environmental protection practices. 2.4 Set cut in line with required shape and to minimise waste. 2.5 Dispose of off-cuts in line with environmental protection practices. 2.6 Stack material stack in close proximity to maximise ease of machine feeding. 2.7 Test equipment set-up for correct alignment through trial run on timber and adjust as required.
3. Cut material to shape	3.1 Reject material with defects and dispose of in line with environmental protection practices. 3.2 Feed material into machine at feed rate prescribed by organisational requirements. 3.3 Follow, maintain and adjust cutting sequence to produce required quantity and maximise feed rate. 3.4 Check jig or shape line regularly and adjust to maintain desired cut. 3.5 Stack material safely in designated location in line with work order requirements. 3.6 Identify routine processing and equipment faults and resolve or report to appropriate personnel. 3.7 Complete production and quality records and report in line with organisational procedures.

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ELEMENTS	PERFORMANCE CRITERIA
4. Complete operator maintenance	4.1 Follow organisational safety procedures to lock out equipment. 4.2 Check saw blades for bluntness or damage. 4.3 Remove and replace saw blades in line with manufacturer's recommendations. 4.4 Dispose of used blades in line with organisational procedures and environmental protection practices. 4.5 Complete basic non-specialist maintenance for equipment. 4.6 Keep machine area clear of dust, off-cuts and debris. 4.7 Record and report equipment faults and maintenance requirements 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.	
Numeracy skills to:	• identify material quantities required in work orders and count raw materials • calculate feed rates to optimise quality and quantity of production output • complete routine production records involving dimensions and quantities tallied against orders.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders • make accurate verbal reports on processing and equipment faults.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' instructions and maintenance recommendations.

Writing skills to:	• complete accurate basic records for production outcomes, equipment faults and maintenance requirements.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.

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Problem-solving skills to:	• identify and dispose of defective material • recognise faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select, use and maintain appropriate machinery, tools and personal protective equipment used for shaping activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FWPCOT2232B Cut material to shape using a saw

Links

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

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Assessment Requirements for FWPCOT2232 Cut material to shape using a saw

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2232B Cut material to shape using a saw, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:
- follow organizational policies and procedures relevant to cutting material to shape using a saw
- cut one or more of the following types of material to shape in line with a work order and prescribed organisational specifications:
  - native timber species
  - imported timber species
  - dressed timber
  - in-the-rough timber
  - stress and non-stress graded timber
  - preservative treated timber
  - medium density fibreboard
  - laminated veneer
  - chipboard
  - fibreboard and other manufactured board products
- complete these types of basic non-specialist maintenance:
- cleaning the machine of wood chips and sawdust
- replacing blunt cutters or saw blades
- inspecting machine parts for wear or damage, including guards

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- greasing and lubricating moving parts
- checking the operation of emergency stop buttons and lock out systems.
-

Knowledge Evidence

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

- types of tools and equipment used for cutting material to shape; their purpose, features, operation and basic non-specialist repair and maintenance:
  - measuring equipment
  - band saws
  - jig saws
  - machine guides
- methods for assessing saw blade condition
- shapes, feed rates and finish
- environmental protection practices for forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing timber
- storage layout and categories for:
  - raw materials
  - stacking finished materials
- typical timber defects and effect on producing a quality finished shaped timber product:
  - warp
  - wane
  - cupping
  - shakes
  - insect defects
  - knots
  - resin pockets
- organisational procedures specific to cutting material to shape:
  - workplace health and safety with particular emphasis on equipment lock out
  - use and maintenance of equipment
  - communication reporting lines
  - recording and reporting production outcomes and equipment faults.
  -

Assessment Conditions

The following resources must be made available:

- tools and equipment used to cut materials to shape:

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  - measuring equipment
  - band saws
  - jig saws
  - machine guides
- maintenance tools and equipment for saws
- consumable components; saw blades
- personal protective equipment suitable for cutting materials to shape
- a diverse, comprehensive and commercial product range of timber
- manufacturers':
  - instructions for equipment use
  - recommendations for cleaning, repairing and maintaining
- work order with specific instructions for cutting and shaping timber
- template documents for recording production outcomes and equipment faults
- organisational procedures for cutting material to shape.

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

Assessor requirements

Assessors must:

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

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

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FWPCOT2233 Navigate in forest areas

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2233B Navigate in forest areas, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit describes the outcomes required to navigate in forest areas in situations where difficult environmental conditions and poor visibility are likely to occur. The unit includes interpretation and use of maps and other navigation aids.

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

Harvesting and Haulage

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Prepare for navigation	1.1 Identify assignment instructions, destination and relevant information about geographical factors and likely weather conditions enroute. 1.2 Select and check maps and navigation equipment for accuracy,

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ELEMENTS	PERFORMANCE CRITERIA
	currency and operational effectiveness. 1.3 Detect and correct faults or errors in maps and equipment 1.4 Establish and maintain communication with others in line with WHS and organisational requirements
2. Plan the route	2.1 Plan route according to assignment instructions and organisational safety procedures. 2.2 Examine maps to identify relevant symbols, geographical information and navigation data. 2.3 Plan optimum route according to time and safety considerations. 2.4 Plan alternate routes to allow for contingencies and emergency exit routes. 2.5 Identify limitations in planning and seek assistance from appropriate personnel.
3. Navigate the route	3.1 Navigate to and from destination according to planned route and schedule. 3.2 Use navigation equipment, in line with manufacturer's instructions throughout journey 3.3 Orientate maps to surroundings and utilise compass and environmental navigation aids to assist. 3.4 Navigate alternative routes to bypass obstacles and improve efficiency of route. 3.5 Navigate routes and courses to minimise impact on the environment.

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:	• interpret numerical data and symbols on maps and navigation equipment to complete calculations involving route time, terrain and distances.
Oral communication skills to:	• ask questions and actively listen to clarify assistance with difficult navigation issues.
Reading skills to:	• interpret: • workplace health and safety procedures

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	• assignment instructions • manufacturers' instructions • text on maps and electronic navigation equipment.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT2233B Navigate in forest areas

Links

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

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Assessment Requirements for FWPCOT2233 Navigate in forest areas

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2233B Navigate in forest areas, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- plan routes in line with an individual assignment instructions, destination and timeline
- use navigation equipment when planning routes:
  - standard magnetic compass using latitude/longitude and Universal Transverse Mercator (UTM) coordinate systems
  - global positioning system (GPS)
  - cadastral maps (maps that show the boundaries and ownership of land parcels)
  - topographic maps
  - photographs
  - general maps
- use a compass and environmental navigation aids enroute to navigate to and from destinations according to the planned route using latitude/longitude and Universal Transverse Mercator (UTM) coordinate systems
- establish and maintain communication with others as required
- respond to environmental circumstances enroute and adapt by navigating alternative routes.
-

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Knowledge Evidence

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

- environmental protection practices for minimising damage to the local environment when navigating in forest areas
- purpose, features and operation of navigation equipment and aids, including:
  - global positioning system (GPS) device
  - magnetic compass, including adjustments for local magnetic variation
  - locator beacons
  - cadastral and topographic maps
  - charts
  - guide books
  - photographs and other digital imagery
  - sketches
  - diagrams
- advantages and disadvantages of different map and chart types and sources of error
- representation of topographic features and symbols on maps and charts
- common scales used on maps and plans
- techniques for estimating distances and times using electronic navigation equipment and maps
- features and uses of environmental navigation aids:
  - survey markers
  - track markers
  - signs
  - arrows
  - natural landmarks
- personal protective equipment and clothing
- modes and methods of communication with others
- organisational workplace health and safety procedures for navigation activities.
-

Assessment Conditions

The following resources must be made available:

- cadastral, topographic and general maps
- magnetic compass
- global positioning system (GPS) device
- track and survey markers
- beacons
- manufacturers' instruction for navigation equipment use
- personal protective equipment required to navigate in forest areas
- communication devices

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- assignment instructions with specific information on destinations and deadlines
- organisational workplace health and safety procedures for navigation activities
- relevant personnel for the purposes of communicating information.

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

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FWPCOT2235 Assess timber for manufacturing potential

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2235A Assess timber for manufacturing potential, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to assess timber for its manufacturing potential for frame and truss construction. Timber is assessed for ability to hold nail plates and retain engineered strength ratings with particular attention given to serviceability.

Work is completed in a factory environment, usually as part of production of prefabricated trusses, frames and floors.

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

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Timber Manufactured Products

Wood Panel Products

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*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.*

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1. Prepare for assessing	1.1 Review work order and where required check with appropriate personnel. 1.2 Identify type and quantity of material to be assessed and obtain from storage location. 1.3 Select appropriate equipment and check for operational effectiveness in line with manufacturer's recommendations. 1.4 Plan visual assessment process in line with organisational procedures.
2. Assess timber	2.1 Identify requirements for storage and subsequent processing of materials. 2.2 Assess characteristics and defects of material against industry and Australian Standards to determine plating potential. 2.3 Identify defects prior to plating or sawing. 2.4 Orientate timber components to make best use of characteristics. 2.5 Select timber assessed as unsuitable for plating for reprocessing to minimise wastage. 2.6 Record assessment outcomes and distribution problems and report to appropriate personnel.
3. Distribute material	3.1 Reject sub-standard materials; dispose of or recycle in line with environmental protection practices. 3.2 Organise movement of material to storage or processing operations in line with organisational procedures. 3.3 Monitor on-site movement of material to ensure intended flow is achieved. 3.4 Label material in line organisational procedures.

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:	• identify quantities of assessable material within work orders and count raw materials • measure size of undesirable timber characteristics • complete routine assessment records involving numerical grades, dimensions and quantities tallied against orders.
Oral communication	• ask questions and actively listen to clarify contents of work orders.

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skills to:	

Reading skills to:	• interpret:
	  • organisational procedures
	  • work orders.

Writing skills to:	• produce basic clear labels for timber identification • complete accurate basic reports on assessment outcomes.
Planning and organising skills to:	• sequence the stages of assessment using work order to guide activities • coordinate efficient on-site movement of assessed timber to maximise production outputs.
Problem-solving skills to:	• recognise undesirable timber characteristics and assess as unfit for plating purpose • identify and dispose of defective materials.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT2235A Assess timber for manufacturing potential

Links

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

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Assessment Requirements for FWPCOT2235 Assess timber for manufacturing potential

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2235A Assess timber for manufacturing potential, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:
- assess the following range of timber for its manufacturing potential for frame and truss construction:
  - native timber species
  - imported timber species
  - dressed timber
  - in-the-rough timber
  - stress and non-stress graded timber
  - preservative treated timber
- use the following equipment during assessments:
  - charts
  - gauges
  - picture cards
  - measuring equipment
- complete an assessment report for each timber assessment identifying timber characteristics and defects and how these would impact on nail plate holding ability.

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Knowledge Evidence

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

- basic aspects of guidelines and standards for provisions relevant to engineered strength ratings and timber ability to hold nail plates
- environmental protection practices for safely disposing of, recycling and reusing timber in a forest products factory setting
- range of timber characteristics and defects and how these affect nail plate holding ability including:
  - bow, spring and twist
  - wane/want and collapse
  - cupping and other distortion
  - knots and knot holes
  - borer damage
  - gum/resin veins and pockets
  - decay
  - end splits, internal checks and surface checks
  - low density material
  - compression failures and fractures
  - durability
  - heart in material
  - joint strength
- range of industry standard timber species and materials and how these affect nail plate holding ability including:
  - native timber species
  - imported timber species
  - dressed timber
  - in-the-rough timber
  - stress and non-stress graded timber
  - preservative treated timber
  - laminated veneer coated and treated timber products
  - beams or laminated beams
- range of industry standard lengths, cross sections and grades and how these affect nail plate holding ability
- storage requirements for timber as it relates specifically to the organisation’s operation
- processing requirements for timber as it relates specifically to the organisation’s product range
- methods to orientate components to make best use of timber characteristics
- methods to label assessed timber and common terms used
- types of tools and equipment used for assessing timber; their purpose, features and use:
  - charts
  - gauges

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  - picture cards
  - measuring equipment
- organisational procedures specific to assessing timber:
  - communication reporting lines
  - recording and reporting assessment outcomes.

Assessment Conditions

The following resources must be made available:

- tools and equipment used for assessing timber:
  - charts
  - gauges
  - picture cards
  - measuring equipment
- a comprehensive commercial range of timber to be assessed with characteristics and defects
- personal and protective equipment for assessing timber for manufacturing potential
- work order for timber assessment activities
- template timber assessment reports
- organisational procedures for assessing timber.

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

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FWPCOT2236 Fall trees manually (basic)

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2236 Fall trees manually (basic), which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to assess and manually fall small trees with a low level of complexity and to complete operator maintenance.

Basic trees typical to the scope of this unit may include the following characteristics:

- lean and distribution of the crown weight does not create a complex situation to assess or fell
- small dimensions relative to local forest size distribution
- no excessive lean
- no visible damage or defect
- species that are not prone to free splitting and adverse reactions during felling
- single stem or non-complex multi-stems
- diameter of tree is less than chainsaw bar length
- grown on terrain and slope that does not add significant complexity to the operation

The unit applies to those in a forest, agricultural, local council, emergencies services and other government agency environment. With the exception of minor forest produce, it is not relevant to commercial harvesting operations.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states & territories at the time of publication, and may differ according to jurisdiction.

Pre-requisite Unit

Nil

Unit Sector

Common Technical

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Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Prepare for felling	1.1 Identify and adhere to work specifications and site environmental protection measures relevant to felling basic trees in line with organisational requirements and relevant regulations 1.2 Review and check job requirements with appropriate personnel 1.3 Select tools and equipment appropriate to work requirements and check for operational effectiveness according to manufacturer recommendations 1.4 Identify trees to be retained and felled 1.5 Establish and maintain communication with others according to WHS requirements
2. Prepare for felling	2.1 Review location and stability for conditions likely to affect felling activities 2.2 Identify and report site environmental conditions to appropriate personnel 2.3 Identify and control potential and existing risks and hazards 2.4 Monitor and exclude location and activity of other personnel on the work site
3. Assess tree and plan felling	3.1 Assess limitations of own skills in safely felling trees, identify trees considered outside own skill level and seek assistance from appropriate personnel where required 3.2 Confirm that tree is safe to fell 3.3 Visually assess tree for felling characteristics, defects and stresses 3.4 Assess and check required falling direction and possible deviation 3.5 Plan sequence of cuts to fell tree according to standard felling procedures 3.6 Select suitable escape route and clear of growth and other obstacles according to environmental care principles and statutory requirements
4. Apply tree felling techniques	4.1 Fell individual trees using selected cutting techniques according to WHS and job requirements 4.2 Adjust cutting technique in response to movement and condition of tree

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ELEMENTS	PERFORMANCE CRITERIA
	4.3 Use planned escape route when tree starts to fall and monitor the fall and movement of tree on ground until determined stable 4.4 Delay movement back into the felling area until all tree material, including from adjacent tree crowns, has fallen 4.5 Identify and implement procedures for removal of trees that are hung-up 4.6 Dispose of waste materials in line with environmental and operational requirements
5. Maintain equipment	5.1 Inspect equipment on completion of trimming and cutting activities 5.2 Identify damaged saws and cutting attachments for repair or replacement according to organisational requirements and manufacturer recommendations 5.3 Remove, clean, adjust or replace chain and other components according to manufacturer recommendations 5.4 Maintain tools and equipment according to WHS requirements and manufacturer recommendations

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:	• estimate tree dimensions, including height, length, diameter and volume • complete routine calculations and report on size, length, diameter of felled trees.
Oral communication skills to:	• select and use appropriate spoken communication strategies with work colleagues and other personnel on site when felling trees • interpret hand signals with other operators to ensure safe tree felling

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' maintenance recommendations.

Writing skills to:	• complete accurate basic records for tree felling process, equipment faults and maintenance requirements.

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Planning and organising skills to:	• identify an unsafe tree • efficiently and logically sequence the stages of preparation for and felling of trees using work order to guide activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT2236 Fall trees manually (basic)

Links

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

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Assessment Requirements for FWPCOT2236 Fall trees manually (basic)

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2236 Fall trees manually (basic), which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- comply with applicable federal, state or territory legislative and regulatory requirements and codes of practice including WHS, environmental and organisational policies and procedures relevant to felling trees at a basic level
- comply with organisational policies and procedures relevant to felling trees manually at a basic level
- comply with applicable licensing or certification requirements relevant to felling trees manually
- effectively communicate and use safe working practices, including maintaining an awareness of activity by other personnel in the work area
- assess site conditions, by applying environmental protection measures, detecting hazards and own skill level for felling trees at a basic level
- conduct a tree assessment
- identify structural defects and stresses in trees and the impact on felling, including exclusion of trees from hand felling due to hazardous and difficult situations for assessment, monitoring and safe falling including a crown that contains dead or broken material, entanglement or malformation
- plan a felling sequence for individual trees and preparing surroundings including escape route

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- fell basic trees using a appropriate cuts safely without damage to personnel, equipment and surrounding environment
- identify trees that are hung up
- select, prepare and maintain chainsaw equipment including recognising faults, problems and malfunctions
- assess, plan and safely operate chainsaw equipment to manually fell trees at a basic level in forest, rural and community environments
- use tree felling techniques including scarf cutting , back cutting to provide hinge-wood and the use of wedges to assist in controlling falling direction.

Knowledge Evidence

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

- Workplace health and safety (WHS) requirements including:
  - PPE and clothing
  - safety equipment
  - first aid equipment
  - firefighting equipment
  - hazard and risk control procedures
  - fatigue management procedures
  - appropriate signage
  - elimination of hazardous materials and substances procedures
  - safe forest practices, including required actions relating to fire
  - techniques for manual handling, including shifting, lifting and carrying
- types and purposes of cuts to fell trees, including scarf cutting and back cutting to provide hinge-wood and maintain control of tree
- typical tree defects and how these affect tree felling activities:
  - shakes
  - insect defects
  - knots and resin pockets
  - pipe
  - drysides
- identifying trees:
  - that contain hazards and are deemed unsafe to fell
  - considered outside own skill level
  - trees where cuts made may lead to loss of control of tree in felling
- hazards and related risks and the impact on felling trees of:
  - uneven and unstable terrain
  - unsafe trees
  - fires
  - overhead and underground services

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  - excavations
  - traffic
  - structures
  - hazardous materials
  - insects and animals
  - other personnel and machinery
- methods used to remove trees that are hung up and procedures for removal
- methods for assessing chain condition
- environmental protection measures to follow when felling trees related to:
  - native vegetation
  - soil and water
  - heritage and archeological artefacts
  - flora and fauna
  - geomorphologic features
  - landscape
  - external site pollution
  - recreational opportunities
  - regeneration opportunities
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing timber and other waste
- key features of these varying environmental conditions and their effects on basic tree felling activities:
  - general forest lean
  - ground growth
  - ground hazards and obstacles
  - ground slope
  - gullies
  - presence and density of seed and habitat trees
  - water courses
  - wet and adverse weather conditions
  - wind speed and direction
- the use of types of tools and equipment for felling trees manually, and the procedures for their safe use, operation and maintenance including:
  - warning signs
  - chainsaw and components
  - PPE and clothing
  - first aid equipment
  - maintenance requirements
  - support tools.

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Assessment Conditions

The following resources must be made available:

- workplace location or simulated workplace of a forest environment that contains small trees with a low level of falling complexity
- PPE and clothing including:
  - safety helmet
  - safety gloves
  - protective footwear
  - eye protection
  - hearing protection
  - high visibility clothing
  - leg protection (trousers or chaps)
- materials and equipment including;
  - warning signs
  - chainsaw and components
  - first aid equipment
  - maintenance tools and equipment
  - support tools
  - manufacturers' instructions for use and maintenance of equipment
  - radio or communication device
  - fire fighting equipment (if prescribed)
- specifications and work instructions, including
  - information and instructions relevant to tree-felling operations, including processing location details and trees to be felled and retained
  - policy and procedures for work health and safety (WHS)
  - risk assessment plan
  - general and specific environmental requirements
  - relevant state or territory logging code of practice
  - emergency and evacuation procedures
  - fire protocols
- relevant personnel for the purposes of communicating information

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

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FWPCOT2237 Maintain chainsaws

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2237A Maintain chainsaws, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to maintain engine or electrically operated hand-held chainsaws. It includes sharpening chains and completing routine and frequently required service requirements as well as periodic servicing. Work is completed in a variety of work settings including a forest environment, agricultural, workshop, arboretum and horticultural settings.

The unit applies to chainsaw operators.

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 *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Prepare for chainsaw maintenance	1.1 Select appropriate personal protective, maintenance and repair equipment and check for operational effectiveness in line with manufacturer's recommendations.

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ELEMENTS	PERFORMANCE CRITERIA
	1.2 Plan repair and maintenance activities in line with manufacturer's instructions and recommendations and organisational requirements
2. Complete chainsaw maintenance	2.1 Follow organisational safety procedures to lock out equipment. 2.2 Complete routine and frequently required service requirements on chainsaws in line with manufacturer's instructions and organisational requirements 2.3 Complete periodic service requirements on chainsaws in line with manufacturer's recommendations and organisational requirements 2.4 Check chain for bluntness or damage. 2.5 Remove, sharpen, adjust and replace chain and other components in line with manufacturer's recommendations. 2.6 Identify, diagnose, tag and report chainsaw faults, malfunctions or irregular operation for repair or replacement. 2.7 Reassemble serviced chainsaw components, check for operational effectiveness, tag and store.
3. Complete maintenance records and clean up	3.1 Complete, process and maintain records and reports in line with organisational procedures. 3.2 Clear and clean work area and tools, and dispose of and recycle waste materials in line with environmental protection practices.

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:	• calculate ratios and measure quantities of oils and fuels.

Reading skills to:	• interpret:
	  • workplace health and safety procedures
	  • work orders
	  • manufacturer’s instructions and maintenance recommendations.

Writing skills to:	• complete basic accurate records of repairs, maintenance activities and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence stages of repair and maintenance work.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT2237A Maintain chainsaws

Links

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

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Assessment Requirements for FWPCOT2237 Maintain chainsaws

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2237A Maintain chainsaws, 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. This is the first release of this unit in the new standards format.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- complete these routine and frequently required service requirements on chainsaws in line with manufacturer's instructions:
  - removing, checking and cleaning air filter for damage and penetration of foreign material
  - cleaning saw body, air intake vents and cooling fins
  - cleaning chain brake
  - inspecting chain and guide bar
  - checking screws and nuts for tightness
  - checking safety devices
  - filling fuel tanks and chain oil tanks
- complete these types of periodic service requirements on chainsaws in line with manufacturer's instructions:
  - replacing drive sprocket
  - cleaning or replacing and setting spark plug
  - checking and replacing fuel filter
  - checking chain brake, oil system, flywheel assembly, anti-vibration system, muffler and spark arrestor
  - inspecting and replacing starter cord and starter spring

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  - matching pitches and gauges of cutting components
  - dressing and cleaning cutter bar
  - cleaning fly wheel
  - removing and cleaning exhaust and fire screen
- complete these activities to check and sharpen chain saw chains in line with manufacturer's instructions:
  - inspecting and adjusting chain
  - inspecting and replacing chain that is worn, damaged or incorrectly sharpened
  - sharpening chain types and setting of depth gauges.

Knowledge Evidence

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

- types, purpose, features and operation of chainsaws for which repairs are completed
- features and names of different parts of chainsaws
- purpose, features and operation of tools and equipment used to repair and maintain chainsaws
- specifications and types of bars, chains and sprockets
- differences between frequent and periodic chainsaw maintenance requirements
- techniques for:
  - removing chains and other chainsaw components
  - assessing chain condition
  - sharpening chains to specified requirements
  - reassembling chainsaw components
- hazards for maintaining chainsaws and methods to minimise associated risks:
  - loud noise and exhaust fumes
  - mechanical vibration
  - handling hazardous substances
  - cuts and hot surfaces
  - rotating parts
- organisational procedures specific to repairing and maintaining chainsaws:
  - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
  - communication reporting lines
  - recording and reporting repairs, maintenance activities and equipment faults
- environmental protection practices for repairing and maintaining chainsaws:
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing materials
  - disposing of hazardous substances.

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Assessment Conditions

The following resources must be made available:

- engine or electrically operated hand-held chainsaws
- tools and equipment used to repair and maintain chainsaws
- consumable chainsaw parts, oil and fuel
- personal protective equipment suitable for repairing and maintaining chainsaws including:
  - Safety boots
  - Safety helmet
  - Cut resistant leg protection
  - First aid kit
  - Hearing protection
  - High visibility clothing
  - Eye protection
  - Apron
  - Chain mesh gloves
- manufacturers' instructions and recommendations for repair and maintenance of chainsaws
- template documents for recording repairs, maintenance activities and equipment faults.
- organisational procedures for repairing and maintaining chainsaws.

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

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FWPCOT2238 Cut materials with a hand-held chainsaw

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2238A Cut materials with a hand-held chainsaw, which was first released with FPI11 Forest and Forest Products Training Package Version 1. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to prepare and cut materials with a hand-held chainsaw. This unit includes basic operator maintenance checks. More comprehensive servicing and maintenance procedures are covered in FWPCOT2237 Maintain chainsaws.

The unit applies to those who cut materials with a hand-held chainsaw in a variety of work settings including a construction, saw mill, forest products factory, timber retail yard or horticultural environment.

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

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Timber Merchandising

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*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.*

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ELEMENTS	PERFORMANCE CRITERIA
1. Prepare for operation	1.1 Review work order and clarify with appropriate personnel. 1.2 Select equipment appropriate to work requirements and check for operational effectiveness. 1.3 Prepare, check and clear work area, ready for hand-held chainsaw operations. 1.4 Carry out pre-start checks on chainsaw in line with site requirements. 1.5 Establish and maintain communication with others in work area to ensure safety.
2. Cut material	2.1 Visually assess materials to be cut for defects that may present unsafe work conditions, and review cutting plan. 2.2 Place cutting supports to ensure a stable base. 2.3 Cut material within site standard tolerances for length and angle relative to centre line. 2.4 Use cutting techniques to industry standard lengths, maximising volume and quality of recovery material. 2.5 Operate chainsaw effectively, in line with manufacturer's recommendations. 2.6 Clear and dispose of debris in line with site procedures and environmental requirements. 2.7 Complete production and quality reports. 2.8 Identify processing problems and equipment faults and report to appropriate personnel.
3. Conduct chainsaw maintenance	3.1 Clean, maintain and store chainsaw in line with manufacturer's recommendations and site procedures. 3.2 Identify blunt or damaged saws and replace or sharpen, in line with site procedures and manufacturer's recommendations. 3.3 Record and report maintenance activities 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.	
Problem solving skills	• identify defects in materials and problems with equipment, and rectify.

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to:	

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT2206A Cut materials with a hand-held chainsaw

Links

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

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Assessment Requirements for FWPCOT2238 Cut materials with a hand-held chainsaw

Modification History

Release	Comment
1	Replaces equivalent FPICOT2238A Cut materials with a hand-held chainsaw, which was first released with FPI11 Forest and Forest Products Training Package Version 1. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- safely and efficiently use a hand-held chainsaw to cut materials
- follow organisational policies and procedures relevant to operating a hand-held chainsaw
- use appropriate methods to cut materials with a hand-held chainsaw
- carry out start-up and lock out procedures for a hand-held chainsaw
- identify defects and problems with chainsaw operations
- identify blunt or damaged saws
- effectively maximise volume and quality recovery
- communicate effectively with others at the work site
- carry out routine maintenance on a hand-held chainsaw.

Knowledge Evidence

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

- workplace requirements and standards for operating a hand-held chainsaw
- environmental protection requirements and safe disposal of waste material
- operational procedures and checks including start-up and shut-down procedures
- equipment processes, technical capability and limitations of a hand-held chainsaw
- established communication channels and protocols to maintain safety

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- processes for managing risks and hazards associated with chainsaw operations
- knowledge of defects in timber that can effect processing and cause risk
- workplace health and safety requirements, fire protocols and emergency evacuation procedures
- procedures for recording and reporting workplace records and information.

Assessment Conditions

The following resources must be made available:

- a hand-held chainsaw
- material to be cut
- personal protective equipment required for cutting materials with a hand held chain saw
- work order, workplace requirements and site standards for cutting materials with a hand-held chainsaw.

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

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FWPCOT2239 Trim and cut felled trees

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Application

This unit describes the outcomes required to trim and cut felled trees with a chainsaw and to complete operator maintenance. It applies to situations where the production of timber is not the primary focus of the activity.

The unit applies to a forestry worker, chainsaw operator, forest harvester, harvesting technician and arboriculture worker.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states & territories at the time of publication, and may differ according to jurisdiction.

Pre-requisite Unit

Nil

Unit Sector

Common Technical

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Prepare for trimming and cutting	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate personal protective and other equipment and

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ELEMENTS	PERFORMANCE CRITERIA
	check for operational effectiveness. 1.3 Plan trimming and cutting activities in line with work order and environmental conditions.
2. Visually assess felled trees	2.1 Assess tree location and stability for conditions likely to affect safety of trimming and cutting activities 2.2 Visually assess tree for defects and identify stresses within tree. 2.3 Mark trees too dangerous to cut safely and refer to appropriate personnel.
3. Plan cutting	3.1 Move or stabilise tree for safe cutting in line with site procedures. 3.2 Select cutting pattern to optimise time and manageable removal of sections. 3.3 Identify options for utilisation of product. 3.4 Plan cutting sequence to maintain control of cut sections and minimise cutting problems 3.5 Select cutting positions considering tree stresses. 3.6 Clear debris from work area to allow safe access and prevent saw damage and personal injury.
4. Use chainsaw to trim and cut trees	4.1 Monitor location and movement of other personnel and modify work to ensure safety 4.2 Establish and maintain communication to ensure safety 4.3 Secure tree section on each side of planned cut; evaluate and control potential movement. 4.4 Operate chainsaw to cut tree and limbs and adjust cutting technique in response to movement and condition of tree and limbs 4.5 Prepare cut sections for removal from the site.
5. Complete equipment maintenance	5.1 Follow organisational safety procedures to lock out equipment. 5.2 Check chain for bluntness or damage. 5.3 Remove, sharpen, adjust and replace chain and other components in line with manufacturer's recommendations. 5.4 Record and report trimming and cutting records, equipment faults and maintenance requirements to appropriate personnel.

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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:	• plan time-efficient cutting patterns and sequences • complete routine calculations and report on size, length and diameter of cut trees.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work plans

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' maintenance recommendations.

Writing skills to:	• complete accurate basic records for tree trimming and cutting process, equipment faults and maintenance requirements.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation for and cutting of trees using work order to guide activities.

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
FWPCOT2239 Trim and cut felled trees Release 2	FWPCOT2239 Trim and cut felled trees Release 1	Minor typographical errors corrected	Equivalent unit

Links

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

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Assessment Requirements for FWPCOT2239 Trim and cut felled trees

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- safely and efficiently use a chainsaw to complete these activities:
  - trim and cut hardwood or softwood trees
  - delimb trees
  - trim branches
  - trim burls and other small growths
- use these cutting techniques:
  - bridging cuts
  - swinging cuts
  - side bind cuts
  - boring
  - wedge cut
  - ripping cuts
- trim and cut trees in these environmental conditions:
  - dry weather condition
  - wet weather condition
  - low and moderate wind speeds
- complete the following maintenance on a chainsaw:
  - sharpening
  - refuelling
  - inspection, identification and replacement of bar, chain, drive sprockets

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- bar oil checks and top up
- air filter, check, clean and replacement
- cleaning of saw body, air intake vents and cooling fans
- fitting spare chain and tension chain.

Knowledge Evidence

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

- environmental protection measures including:
  - action to limit the impact of noise, wind speed and direction, fallen trees, ground slope, ground hazards and obstacles, general forest lean
  - action to limit the impact to ground growth, canopy, density of trees
  - action to limit the impact on flora, fauna and habitat
  - soil and water protection
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing timber and other waste
- key features of these varying environmental conditions and effects on tree cutting and trimming activities:
  - ground growth
  - ground hazards and obstacles
  - ground slope
  - wet and adverse weather conditions
  - wind speed and direction
- typical tree defects and how they affect tree cutting activities:
  - splits
  - falling damage
  - fire damage
  - insect infestation
  - pipe
  - shake
  - twist
  - knots and resin pockets
- typical tree stresses and how they affect tree cutting activities
  - tension (fibres being stretched)
  - compression (fibres being squashed)
  - neutral fibres
- range of chainsaw cutting techniques:
  - bridging cuts
  - swinging cuts
  - side bind cuts

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    - delimbing
    - boring
    - wedge cut
    - ripping cuts
- cutting patterns used to optimise time and recovery of product from trees
- cutting sequences used to maintain control of cut sections and minimise cutting problems
- purpose, features, operation and basic non-specialist repair and maintenance: of chainsaws
- methods for assessing chain condition
- organisational procedures specific to tree trimming and cutting activities:
    - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
    - communication reporting lines
    - recording and reporting tree cutting outcomes, equipment faults and maintenance requirements.

Assessment Conditions

The following resources must be made available:

- chainsaws
- chainsaw fuel and oil containers
- support tools (hammer, wedges, logging tape, cant hook or breaking bar)
- maintenance tools and equipment for chainsaws
- personal protective equipment suitable for cutting trees and maintaining chainsaws
- manufacturers' instructions for use and maintenance of equipment
- work order with specific instructions for tree cutting activities
- template reports for recording tree cutting outcomes, equipment faults and maintenance requirements
- organisational procedures for tree trimming and cutting 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.

Links

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

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FWPCOT2240 Cut material with a pole saw

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2240 Cut materials with a pole saw, which was first released with FPI11 Forest and Forest Products Training Package Version 2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to cut materials at a distance reachable with manual blade and power driven pole-mounted chain saws to unblock components of machinery.

The unit applies to those who operate a pole saw in a saw mill or timber processing environment.

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

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Timber Manufactured Products

Wood Panel Products

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Prepare to cut and	1.1 Review work order and clarify with appropriate personnel.

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ELEMENTS	PERFORMANCE CRITERIA
unblock materials	1.2 Select pole saw, and check for operational effectiveness. 1.3 Select and use personal protective and safety equipment appropriate to work requirements. 1.4 Carry out pre start-up checks, equipment set-up and adjustments in line with site requirements and to suit cutting conditions. 1.5 Apply and follow equipment lock-out procedures.
2. Assess materials	2.1 Establish and maintain communication with others in work area to ensure safety. 2.2 Assess location and stability of materials for conditions likely to affect safety of cutting activities. 2.3 Identify materials unable to be cut safely and refer to appropriate personnel.
3. Use pole saw to cut and unblock materials	3.1 Operate pole saw to safely cut and remove materials. 3.2 Adjust cutting technique in response to equipment requirements and allowances. 3.3 Ensure blockage is removed whilst complying with safe work practices. 3.4 Clear waste and debris from the site in line with standard operating procedures and environmental requirements.
4. Maintain equipment	4.1 Clear pole saw of dust, shavings and debris. 4.2 Check chain for serviceability, including worn or damaged condition. 4.3 Remove, sharpen, tension, adjust, replace and lubricate chain and other components in line with manufacturer recommendations. 4.4 Recycle, reuse or dispose of chain and other components in line with environmental requirements. 4.5 Record and report cutting operations, equipment faults and maintenance activities 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.	
Writing skills to:	• record cutting and unblocking activity and maintenance log.

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Problem solving skills to:	• identify problems and equipment faults and select treatments.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT2240 Cut materials with a pole saw

Links

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

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Assessment Requirements for FWPCOT2240 Cut material with a pole saw

Modification History

Release	Comment
	Replaces equivalent unit FPICOT2240 Cut materials with a pole saw, which was first released with FPI11 Forest and Forest Products Training Package Version 2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- safely and effectively operate manual blade and power driven pole-mounted chain saws to cut and unblock materials from timber processing machinery
- assess materials to be cut for safe working conditions
- follow work order for cutting and unblocking materials
- adjust operating techniques in response to materials and processing conditions
- follow workplace procedures, site standards and safe work practices for cutting and unblocking materials with a pole saw
- conduct pre-operational checks and adjustments of pole saw
- carry out routine maintenance including cleaning, lubrication, chain tensioning and replacement
- record and report cutting activities and maintenance.

Knowledge Evidence

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

- workplace requirements and site standards and safe work practices for carrying out pole saw operations

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- environmental risks and hazards associated with using a pole saw to cut and unblock materials
- characteristics of trees and timber defects
- methods for assessing condition of pole saw chain
- pole saw types, including manual blade and power driven pole-mounted chain saws
- pole saw components including blades, conveyors, chains, roller drums, pulleys.
- established communication channels and protocols
- problem identification and resolution strategies, and common fault finding techniques
- procedures for recording and reporting workplace information.

Assessment Conditions

The following resources must be made available:

- manual blade and power driven pole-mounted chain saws
- worksite with machinery to demonstrate cutting and unblocking materials with a pole saw
- personal protective and safety equipment required for safely operating a pole saw
- work order, workplace procedures and site standards for conducting pole saw operations.

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

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FWPCOT2241 Apply wood and timber product knowledge

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2241 Apply wood and timber product knowledge, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to apply wood and timber product knowledge in the workplace and promote the benefits of wood and timber products to a range of customers and other stakeholders. It involves identifying products and providing accurate information to customers and other stakeholders about those products.

The unit applies to Customer Service/Sales Assistant, Sales and Merchandising Team Leader, Timber Advisor.

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

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Timber Manufactured Products

Timber Merchandising

Wood Panel Products

Elements and Performance Criteria

ELEMENTS Elements describe the essential outcomes.	PERFORMANCE CRITERIA 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.

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ELEMENTS	PERFORMANCE CRITERIA
1. Develop knowledge of wood and timber products.	1.1 Identify and evaluate information sources for wood and timber products for reliability, validity and currency in line with organisational policies and procedures. 1.2 Research wood and timber product certification bodies, schemes and their roles. 1.3 Identify properties of wood and timber. 1.4 Identify main features of timber products. 1.5 Analyse differences between imported versus Australian wood and timber products with relevant personnel. 1.6 Maintain currency of wood and timber product knowledge.
2. Relate wood and timber product knowledge to own workplace.	2.1 Prepare to work safely according to workplace work health and safety (WHS) requirements. 2.2 Identify and review workplace wood and timber production process. 2.3 Consult with supervisors and colleagues about current wood and timber product issues. 2.4 Analyse common wood and timber treatment methods, preservatives and exposure hazards. 2.5 Match timber coatings and finishes to a specific use.
3. Promote wood and timber products to stakeholders.	3.1 Promote characteristics of timber to stakeholders according to organisational procedures. 3.2 Respond to stakeholder enquiries about wood and timber products and their respective advantages according to organisational procedures. 3.3 Advise on appropriate timber(s) for specific end uses.

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:	• find and evaluate relevant product information • ask questions to learn new product information.
Reading skills to:	• analyse and interpret information on wood and timber products • read safety data sheets (SDS).

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Oral communication skills to:	• communicate effectively with stakeholders.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT2241 Apply Wood and Timber Product Knowledge

Links

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

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Assessment Requirements for FWPCOT2241 Apply wood and timber product knowledge

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT2241 Apply wood and timber product knowledge, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- identify, research and evaluate information relating to wood and timber products
- follow organisational policies and procedures relevant to applying and communicating wood and timber product knowledge
- provide advice on and promote wood and timber products to stakeholders.

Knowledge Evidence

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

- common timber species and their origin, appearance, properties and uses including
  - durability
  - density
  - sawing orientation
  - strength group
  - shrinkage
  - joint strength
  - lyctus susceptibility
  - fire rating

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  - hardness
- knowledge of products applicable to enterprise requirements
- benefits of common wood and timber types for different end uses
- suitable species and product types for wood and timber applications
- life cycle of forests and forest products and how this impacts on sustainability
- methods, preservatives and exposure hazards relating to manufactured timber: engineered products, laminated veneer lumber (LVL), medium density fibreboard (MDF), plywood, and particle board
- manufacturer product literature covering features and benefits of wood and timber products
- certification and chain of custody schemes and their purpose in the forestry industry
- timber grades and their uses for client applications
- procedures for matching timber coatings and finishes to specific end uses
- wood preservatives and their safety data sheets:
- action required to stay up-to-date with product knowledge
- procedures for recording and reporting information provided to stakeholders.

Assessment Conditions

The following resources must be made available:

- materials and equipment relevant to applying wood and timber product knowledge:
  - product information from manufacturers and industry stakeholders
  - relevant safety data sheets (SDS)
- specifications and work instructions relevant to production of wood and timber products in own workplace
- organisational policies and procedures relevant to applying wood and timber product knowledge
- relevant personnel for the purposes of communicating information.

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

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FWPCOT2242 Segregate and sort logs

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 3.0.

Application

This unit of competency describes the skills and knowledge required to segregate and sort logs in a commercial forest harvesting environment or a timber processing plant, in line with specified quality characteristics for the best end-usage.

The unit applies to individuals who segregate and sort logs at the roadside, landing area or timber mill. Operators generally work under broad direction and take responsibility for their work.

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

Pre-requisite Unit

Nil

Unit Sector

Core Technical (COT)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to segregate and sort logs	1.1 Review log product specifications for species, product usage and size in reference to the segregation and sorting of logs 1.2 Review the production plan, confirm its targets and assess wood flow requirements to ensure efficient operations and overall productivity 1.3 Confirm, identify and report health, safety, environmental and

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	heritage risks of operation in line with standard operating procedures and site safety and environmental management plan 1.4 Apply risk control measures in line with standard operating procedures, site operational plan, legislative requirements and industry standards to eliminate or minimise risks 1.5 Identify emergency plan procedures to follow in the event of an emergency 1.6 Select appropriate log size measuring tools and calibration methods 1.7 Calibrate log measuring tools to ensure accuracy of length and diameter measurements
2. Segregate and sort logs	2.1 Visually assess and measure logs for size, species and quality characteristics to determine their best end-use in line with product specifications and to identify logs which are to be recovered 2.2 Mark and report logs that cannot be clearly and safely assessed 2.3 Direct mechanical equipment to extract specified logs from the stack and segregate them by specified product usage 2.4 Assist log positioning and segregation into end-use stacks to avoid log damage, provide stability, restrict height for efficient extraction and allow space for the conduct of other operations in line with planned worksite layout 2.5 Ensure stacks are tagged for identification in line with industry standards and production plan requirements 2.6 Record and report measurements and sorting outcomes

Foundation Skills

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

Skill	Description
Reading	• read and understand standard operating procedures, site operational plan, site safety management plan, product specifications and industry standards for log segregation and presentation

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Skill	Description
Writing	• record information about logs that cannot be graded
Oral Communication	• interact verbally with machine operators on site to create log stacks • confirm how logs should be segregated and seek assistance where necessary • use appropriate vocabulary including technical language directly relevant to role
Numeracy	• count logs and measure log diameter and length
Navigate the world of work	• understand main tasks, responsibilities and boundaries of own role • calibrate and use log measuring tools according to workplace procedures
Interact with others	• use modes of communication suitable to purpose to confirm and clarify understanding • participate in conversations relevant to role by responding and explaining as required
Get the work done	• plan and organise own activities and resources

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPCOT2242 Segregate and sort logs	FWPCOT2223 Segregate and sort logs	Significant changes to reflect industry requirements for a safe and appropriate operation. New PCs were added, most PCs were edited and PE and KE increased in content to map against the revised PCs. Additional foundation skills identified. Code change to reflect outcomes of unit.	No equivalent unit

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Links

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Assessment Requirements for FWPCOT2242 Segregate and sort logs

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 3.0.

Performance Evidence

An individual demonstrating competency must satisfy all the elements and performance criteria of this unit. There must be evidence that, on at least one occasion, the individual has:

- safely and correctly assessed and measured logs for size, species and quality characteristics for specified product usage in line with a production plan
- checked risks associated to the operation and applied standard operating procedures
- used log measuring tools and methods to measure logs and logs defects
- applied knowledge of log species, log quality characteristics and defects
- identified and assessed log defects
- assisted positioning and segregation of logs into end-use stacks for ensuring minimal log damage and efficient transportation and identification
- followed log product specifications and production plan requirements for sorting logs.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- information and requirements contained in log product specifications and a production plan
- health and operational hazards or risks related to log segregation and sorting operations and factors that can change or introduce new hazards
- industry-accepted work health and safety risk control measures, legal obligations of the current Work Health and Safety Acts or Occupational Health and Safety Acts and regulations and requirements of industry standards and/or codes of practice for log segregation and sorting operations as outlined in workplace procedures and production plan
- required emergency response procedure, including firefighting resources and emergency response
- industry-accepted warning signs, their correct positioning and procedures to maintain communication and work safety

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- industry-accepted environmental control measures, restrictions, legal obligations of current Environment Protection Acts and regulations and requirements of industry standards and/or codes of practice for log segregation and sorting operations as outlined in workplace procedures and production plan
- log species, quality characteristics and log defects particular to the site and production system
- regional quality requirements for log products with particular end uses, markets, values
- maximum log damage or defect allowance and minimum quality allowance particular to a production system
- criteria for recycling and re-using logs with significant defects
- log measuring tools for length and diameter measurements
- methods for calibrating and verifying log measuring tools
- techniques and methods for measuring log diameter and length using standard and digital tools
- causes of manual length and diameter measurement error
- industry-accepted methods for product identification.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a forest harvesting site or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - logs for segregation and sorting
  - standard and digital log measuring tools
  - personal protective equipment
- specifications:
  - access to workplace policies and procedure which cover current Work Health and Safety Acts or Occupation Health and Safety Acts, regulations and related industry standards and codes of practice applicable to forest harvesting operations
  - access to workplace policies and procedure which cover current Environment Protection Acts, regulations and related industry standards and codes of practice applicable to forest harvesting operations
  - access to production plan, site operational plan and log product specifications
  - access to site emergency procedure
  - access to workplace standard operating procedure for log segregation and sorting.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

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Links

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

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FWPCOT3201 Hand sharpen knives and blades

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3201B Hand sharpen knives and blades, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to hand sharpen knives and blades for a variety of machines. The work is performed in a forest products factory setting.

The unit applies to Sawmill Worker, Production Worker, Machine Operator, Technician.

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

Pre-requisite Unit

Nil

Unit Sector

Harvesting and Haulage

Sawmilling and Processing

Timber Manufactured Products

Wood Panel Products

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for sharpening	1.1 Review work order is reviewed and clarify with appropriate personnel. 1.2 Remove knives and blades to be sharpened from designated

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	machinery. 1.3 Select sharpening equipment appropriate to work requirements and check for operational effectiveness. 1.4 Plan sharpening process is in line with site procedures and environmental requirements. 1.5 Establish and maintain communication with others to ensure work site is safe.
2. Assess condition and set up knives and assemblies	2.1 Assess cutting performance of knife for sharpening requirements. 2.2 Clean knife holders to enterprise standards. 2.3 Assess condition of knife holder and correct defects. 2.4 Select jig setting for knife assembly. 2.5 Separate and reassemble knife assembly in line with manufacturer's recommendations.
3. Sharpen knives and blades	3.1 Clean excess build-up from knives or blades and inspect for defects, replacing those unable to be repaired by sharpening. 3.2 Select geometry for knives or blades from manufacturer's instructions. 3.3 Select manual sharpening equipment and suitable attachment for holding the knife or blade. 3.4 Feed sharpening equipment across blade, into cutting edge, to obtain clean cutting edge that conforms with geometric requirements without defects and burns. 3.5 Inspect blade or knife after sharpening for accuracy, and hone remaining burrs to obtain a sharp cutting edge. 3.6 Record and report sharpening and equipment faults to the 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.	
Numeracy skills to:	• identify the pitch and angle that a knife or blade is sharpened at.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3201B Hand sharpen knives and blades.

Links

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

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Assessment Requirements for FWPCOT3201 Hand sharpen knives and blades

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3201B Hand sharpen knives and blades, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to hand sharpening knives and blades
- safely and effectively hand sharpen knives and blades, using powered and manual sharpening equipment
- follow requirements of work order
- remove and replace knives and blades from equipment
- record and report workplace activity.

Knowledge Evidence

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

- regulations, standards, codes of practice and established safe practices for hand sharpening knives and blades
- geometry of knife blades including the pitch and angle that a knife or blade is sharpened at, allowing for the device that the knife or blade is in and the material it will be cutting
- defects of knife blades including: cutting edges with:
  - burrs
  - burns

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  - chips
  - splits
  - dents
- characteristics of metal, knives and blades including at least one of the following:
  - saw blades
  - planer blades
  - thicknesser blades
  - spindle moulder knives
  - another production equipment type with knives or blades.
- sharpening methods and geometry including:
  - pitch
  - depth of cut
  - speed the knife or blade is sharpened at to obtain a sharp edge
- manual sharpening equipment, procedures for their safe use and maintenance including:
  - power driven sharpening equipment with procedures for safe use and lock-out
  - files (round, triangular, square and flat)
  - honing tools
  - saw sets
- environmental protection requirements, including the safe disposal of waste material, the cleaning of plant, tools and equipment
- organisational and site standards, requirements, policies and procedures for hand sharpening knives and blades
- environmental risks and hazards associated with hand sharpening knives and blades
- procedures for recording and reporting workplace records and information.
- established communication channels and protocols

Assessment Conditions

The following resources must be made available:

- knives and blades to be hand sharpened
- sharpening equipment
- work order, workplace requirements and site standards for hand sharpening knives and blades.
- relevant personnel for the purposes of communicating information

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

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- 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

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FWPCOT3202 Navigate in remote or trackless areas

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Application

This unit of competency describes the outcomes required to navigate in untracked, remote areas in situations where difficult environmental conditions and poor visibility are likely to occur. The unit includes interpretation and use of maps and other navigation aids.

The unit applies to a Forestry Worker, Plantation Worker, Forest Harvester, Harvesting Technical Forestry Technician, Tree Planter, Mobile Equipment Operator and Arboriculture Technician.

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

Harvesting and Haulage

Sawmilling and Processing

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*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.*

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1. Prepare for navigation	1.1 Identify and gather information and relevant factors and check with appropriate personnel. 1.2 Select suitable maps, equipment and navigation aids and check for accuracy, currency and operational effectiveness. 1.3 Detect and correct faults or errors in maps and equipment. 1.4 Establish communication with others in line with WHS and organisational requirements
2. Plan the route	2.1 Plan route in line with work instructions and WHS requirements. 2.2 Examine maps to identify relevant symbols, information, navigation data and environmental requirements. 2.3 Calculate accurate grid and magnetic bearings using maps and equipment in line with assignment instructions. 2.4 Plan emergency exit routes and contingencies to combat other risks.
3. Conduct navigation	3.1 Undertake navigation in line with planned route and schedule. 3.2 Orientate maps are correctly to surroundings in line with planned route. 3.3 Use equipment and navigation aids in line with manufacturer recommendations. 3.4 Navigate alternative routes to bypass obstacles and improve efficiency of course. 3.5 Minimise impact on the environment as a result of navigation. 3.6 Record and report navigation activities.

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:	• interpret scales, symbols, grid references, distance and data included on maps and navigation equipment • estimate travel time and distances • locate own position on a map.
Planning and organising skills to:	• estimate resource and equipment requirements • effectively bypass obstacles.
Problem solving skills to:	• identify and solve problems with equipment and navigation route.

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Range of Conditions

Not Applicable

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPCOT3202 Navigate in remote or trackless areas Release 2	FWPCOT3202 Navigate in remote or trackless areas Release 1	Minor typographical errors corrected	Equivalent unit

Links

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

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Assessment Requirements for FWPCOT3202 Navigate in remote or trackless areas

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures for navigating in a remote or trackless area
- select, interpret, and use maps and other written and diagrammatic information for navigation
- use maps, compass and navigation aids to plan routes and navigate in remote or trackless area which must be either:
  - standard magnetic compass using latitude/longitude and Universal Transverse Mercator (UTM) coordinate systems
  - global positioning system (GPS)
  - cadastral maps (maps that show the boundaries and ownership of land parcels)
  - topographic maps
  - general maps
- plan and conduct an efficient navigation, effectively bypassing obstacles within designated timeframes
- maintain navigation tools and equipment
- establish and maintain effective communication with appropriate personnel as required
- record navigation activities.

Knowledge Evidence

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

- regulations, standards, codes of practice and established safe practices for navigating in a remote or trackless area

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- environmental protection requirements, including the safe disposal of waste material and returning the environment to its original or near to original condition on completion of activity
- organisational and site standards, requirements, policies and procedures for navigating in remote or trackless areas
- factors that may affect navigation, including:
  - types of terrain and gradient
  - weather conditions
  - obstacles
  - distance
  - estimated travelling time
  - availability of resources, including water, rest stops, camp sites
  - access and exit routes
- use and features of various maps, images and charts including:
  - cadastral and topographic maps
  - charts
  - guide books
  - photographs and other digital imagery
  - sketches
  - diagrams
- representation of topographic features on maps and plans, including:
  - grid lines and numbers
  - contour lines
  - magnetic variation
  - scale
  - map legend
  - local features
  - markers and beacons
  - water depth
- common scales and reference information used on maps and plans
- features and uses of environmental navigation aids:
- survey markers
- track markers and beacons
- signs
- arrows
- natural landmarks and reference points
- purpose, features and operation of navigation equipment, and procedures for their safe use and maintenance, including
  - global positioning system (GPS) device
  - magnetic compass, including adjustment for local magnetic variation
  - locator beacons

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- personal protective equipment and clothing
- techniques for estimating distance travelled within a particular activity context
- established communication modes, methods and protocols
- procedures for recording and reporting workplace information.

Assessment Conditions

The following resources must be made available:

- site to navigate
- navigation equipment
- work order, workplace requirements and site standards for navigating in remote or trackless areas.
- communication devices.

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

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FWPCOT3203 Weigh loads

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3203B Weigh loads, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to check, weigh and record vehicle loads and to direct vehicles when loading and unloading material. Work is completed in a forest products factory setting.

The unit applies to Production Worker, Treatment Plant Operator, Manufacturing Assistant.

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 describe the essential outcomes.	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.
1. Prepare for weighing	1.1 Review work order and where required check with appropriate personnel. 1.2 Identify material for despatch or delivery. 1.3 Identify vehicles delivering or collecting loads; check documents and loads.

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	1.4 Check that load height and stability meet site requirements.
2. Weigh and record loads	2.1 Select appropriate personal protective equipment and check for operational effectiveness. 2.2 Complete weighing operations in line with work order and organisational safety procedures. 2.3 Identify vehicle gross and tare weights using appropriate weighing equipment. 2.4 Calculate and record nett weight. 2.5 Obtain confirmation of delivery and despatch records from driver. 2.6 Record delivery and despatch documentation and maintain in line with organisational procedures.
3. Direct vehicles for loading and unloading	3.1 Obtain loading and unloading documentation and check against work order. 3.2 Identify potential and existing hazards and control risks associated with on-site vehicle movements. 3.3 Direct vehicles clearly and accurately to loading and unloading areas. 3.4 Notify despatch and delivery personnel of loading and unloading requirements. 3.5 Monitor on-site vehicle movements and attend to driver needs as required.

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:	• interpret numerical data from work orders including schedule times, weights, dimensions and quantities of materials • complete complex calculations of: • gross, tare and nett weights • heights of empty and loaded vehicles • read weight gauges on weighbridges and truck scales • record numerical data involving times, weights and dimensions.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders • provide clear, unambiguous directions to vehicle drivers.

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Reading skills to:	• interpret detailed familiar and unfamiliar: • workplace health and safety and other organisational procedures • work orders • delivery and despatch documentation.
Writing skills to:	• complete basic accurate records of delivery and despatch details.
Planning and organising skills to:	• coordinate safe on-site movement of multiple vehicles.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3203B Weigh loads

Links

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

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Assessment Requirements for FWPCOT3203 Weigh loads

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3203B Weigh loads, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to weighing loads
- apply mathematical procedures to calculate load weight and measure dimensions
- safely and efficiently implement the correct procedures to weigh loads
- clearly and accurately record and maintain delivery and despatch documentation
- safely and effectively direct and monitor vehicles for loading and unloading

Knowledge Evidence

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

- purpose, features and operation of weighbridges and truck scales
- site capacity and compliance requirements for vehicle load height, stability and weight
- overall site layout and layout of loading and unloading areas
- categories of products or materials received or despatched by the organisation and where these are loaded and unloaded
- typical workplace hazards present when weighing loads and during on-site vehicle movement and methods of minimising risks
- key features of these varying signal systems used for directing vehicles:
  - hand signals
  - whistles
  - loud speaker announcements

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- format, content and use of delivery and despatch documentation:
  - weighbridge dockets
  - order dockets
  - tally sheets
  - load manifests
  - delivery and despatch records
- organisational procedures specific to weighing loads:
  - workplace health and safety with particular emphasis on use of personal protective equipment and identifying hazards and controlling associated risks
  - communication reporting lines
  - recording and reporting delivery and despatch details.
  -

Assessment Conditions

The following resources must be made available:

- weighing equipment:
  - weighbridge
  - truck scales
- personal protective equipment suitable for weighing loads
- work order with specific information about loads to be weighed and delivery and despatch schedules
- template documents:
  - weighbridge dockets
  - order dockets
  - tally sheets
  - load manifests
  - delivery and despatch records
- organisational policies and procedures for weighing loads.

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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FWPCOT3204 Prepare and interpret sketches and drawings

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3204B Prepare and interpret sketches and drawings, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to identify, select and interpret a sketch or drawing.

This unit includes interpreting sketch and drawing details, and preparing sketches and drawings using dimensions, tolerances and notes following industry and site conventions.

Work is completed in a forest products office setting.

The unit applies to Timber Advisor, Customer Service Officer, Timber Fabricator.

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 describe the essential outcomes.	*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.*
1. Identify and select correct sketch or drawing	1.1 Obtain initial sketches or drawings and confirm work order requirements with appropriate personnel. 1.2 Interpret, check and validate notes, sketches and drawings, to

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	determine correct application.
2. Interpret basic sketch or drawing detail	2.1 Identify and interpret basic sketch and drawing features to provide a three-dimensional picture of components, assemblies or structures. 2.2 Use sketches and drawings to orientate and fit components or assemblies. 2.3 Interpret dimensions and tolerances to correctly measure, select, mark or set up items or equipment. 2.4 Identify areas of insufficient detail and report in line with organisational procedures.
3. Prepare sketch or drawing	3.1 Identify items for drawing to ensure clear communication of requirements. 3.2 Select drawing views to present required information with minimal drawing complexity. 3.3 Develop clear and accurate production sketches or drawings in line with customer expectations, organisational procedures and industry standards. 3.4 Incorporate explanatory notes within sketches and drawings. 3.5 Record and report sketch and drawing interpretation and preparation activities 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.	
Numeracy skills to:	• interpret numerical data from basic sketches and drawings to calculate dimensions for product components and clearly represent these in production sketches and drawings.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify types of drawings and sketches to be completed.

Reading skills to:	• interpret:
	  • organisational procedures
	  • work orders
	  • notations on initial sketches and drawings.

Writing skills to:	• incorporate clear unambiguous explanatory notes within drawings • complete accurate basic records for sketching and drawing outcomes.

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Planning and organising skills to:	• plan processing of drawings in a logical sequence and manage own timing and productivity to complete drawings within deadlines.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3204B Prepare and interpret sketches and drawings

Links

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

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Assessment Requirements for FWPCOT3204 Prepare and interpret sketches and drawings

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3204B Prepare and interpret sketches and drawings, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to preparing and interpreting sketches and drawings
- interpret sketch and drawing details to determine material requirements and provide a three-dimensional picture of components, assemblies or structures
- determine areas of insufficient detail or omissions from sketch and drawing detail
- prepare a sketch or drawing that correctly represents intended items and follows industry and site conventions.
-

Knowledge Evidence

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

- types of sketches and drawings used as a basis for selecting, preparing or assembling components or products
- standard industry and site conventions for views notes, dimensions and tolerances
- typical product and production symbols used in sketches and drawings and their meaning
- meaning and features of drawings that present one, two or three projections

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- common drawing and organisation specific conventions for, and ways of incorporating these features in sketches and drawings
  - base lines
  - datum points
  - views and projections
  - dimensions and tolerances
  - instructions and notes
  - product and production symbols
- organisational policies and procedures for producing sketches and drawings.

Assessment Conditions

The following resources must be made available:

- sketching and drawing equipment
- basic sketches and drawings on which to base production versions
- template documents for recording drawing processes
- organisational policies and procedures for producing sketches and drawings.

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

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FWPCOT3206 Cut material using high speed optimiser

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3206B Cut material using high speed optimiser, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to prepare and cut material to differing lengths and angles using computer programmable optimising saws. It requires the ability to select and load computer programs and cutting sequences, assess problems and determine appropriate responses. Work is completed in a forest products factory setting.

The unit applies to Machine Operator, Sawmill Worker, Engineered Timber Products Technician, Production Technician.

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 describe the essential outcomes.	*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.*
1. Prepare for cutting	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate personal protective equipment and check for operational effectiveness.

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	1.3 Obtain type and quantity of material to be cut from storage location. 1.4 Identify required cutting patterns and saw setup sequences. 1.5 Check cutting equipment, make adjustments and start in line with manufacturer recommendations.
2. Operate programmed machinery	2.1 Select and set computer program to job specifications and check machine cycle. 2.2 Complete trial run to check system operation and check board for length and angle specification within set tolerance. 2.3 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.4 Load materials into machine, operate saw and monitor use regularly to minimise waste and ensure correct lengths and angles are produced. 2.5 Monitor processing regularly to ensure continuity of material flow, and quality and quantity of production output. 2.6 Dispose of incorrect cuts, off-cuts and material with defects in line with environmental protection practices. 2.7 Identify routine processing problems and resolve or report to appropriate personnel.
3. Monitor and adjust processing	3.1 Follow organisational safety procedures to lock out equipment. 3.2 Check saw blades for bluntness or damage. 3.3 Remove and replace saw blades in line with manufacturer's recommendations. 3.4 Dispose of used blades in line with environmental protection practices. 3.5 Keep work area clear of dust and debris in line with organisational safety procedures. 3.6 Record and report production outcomes, equipment faults and maintenance requirements 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.	
Numeracy skills to:	• identify quantities of required material within work orders and

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	count numbers to be cut • set numerical data on computer optimising program according to length and angle specifications • measure finished dimensions for specified length and angle and allowable tolerances.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders.

Reading skills to:	• interpret detailed familiar and unfamiliar:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' instructions and maintenance recommendations.

Writing skills to:	• complete accurate basic records for production outcomes, equipment faults and maintenance requirements.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3206B Cut material using high speed optimiser

Links

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

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Assessment Requirements for FWPCOT3206 Cut material using high speed optimiser

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3206B Cut material using high speed optimiser, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to cutting material using high speed optimisers
- prepare optimizing machinery for cutting, including selecting and loading programs
- operate programmed machinery, including maintaining equipment and cutters, and assessing and resolving problems

Knowledge Evidence

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

- purpose, features and operation of computer-controlled docking optimising and trimming saws
- range of cutting patterns used with computer-controlled optimising saws to achieve maximum output of timber materials
- range of industry standard lengths, cross sections and tolerances and applicable terminology
- system functions and capabilities of computer optimising software for saws
- methods for assessing saw blade condition
- organisational policies procedures specific to cutting material using high speed optimisers:

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    - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
    - communication reporting lines
    - recording and reporting production outcomes, equipment faults and maintenance requirements.
- environmental protection practices for forest products factory settings:
    - reducing water and energy use
    - cleaning plant, tools and equipment
    - disposing of, recycling and reusing timber and other waste

Assessment Conditions

The following resources must be made available:

- computer-controlled docking optimising and trimming saws
- computer program for optimising saws
- maintenance tools and equipment for optimising saws
- consumable saw blades
- personal protective equipment suitable for cutting material using high speed optimisers
- a diverse range of commercial timber:
    - laminated veneer
    - plywood
    - chipboard
    - medium density fibreboard
    - dressed timber
    - preservative treated timber
- manufacturers' instructions for use and maintenance of equipment
- work order with specific instructions for cutting material using high speed optimisers
- template documents for recording production outcomes, equipment faults and maintenance requirements
- organisational policies and procedures for cutting material using high speed optimisers.

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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FWPCOT3207 Set up, operate and maintain finger jointing operations

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3207B Set up, operate and maintain finger jointing operations, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to coordinate operational logistics for finger jointing activities which includes planning schedules for operators, setting up equipment for production runs, resolving processing problems and coordinating equipment shut-down and maintenance.

The unit applies to timber process operators that co-ordinate the production of finger jointed timber in a forest products factory setting.

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

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Sawmilling and Processing

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Plan production parameters	1.1 Interpret production orders for grades, quantities, cross sections, end use and plan finger jointing operations.

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	1.2 Develop finger jointing schedules to ensure optimum production outcomes and communicate to operators in line with organisational procedures.
2. Set up and monitor jointing operation	2.1 Check equipment for operational effectiveness and adjust set up to meet production requirements. 2.2 Select, check and prepare cutters to suit finger profile and timber cross sections. 2.3 Cut trial joints and check finger profiles against specifications. 2.4 Set feed rates, guides, conveyors, glue spreader and curing controls to suit finger profile, timber cross section characteristics and glue requirements. 2.5 Machine trial cleats, join, and test for strength and appearance. 2.6 Accept or reject trialled material and dispose of in line with environmental protection practices. 2.7 Resolve any machining problems, make final adjustments and start the jointing process. 2.8 Monitor finger jointing processes; identify and resolve processing and equipment faults. 2.9 Record and report production outcomes to appropriate personnel.
3. Coordinate shut-down and maintenance	3.1 Coordinate equipment shutdown with operators in line with organisational safety procedures. 3.2 Assist maintenance personnel to identify and resolve equipment faults. 3.3 Plan and coordinate routine maintenance of finger jointing equipment in line with organisational procedures and maintenance schedules.

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:	• complete calculations to determine:
	  • material amounts required to satisfy production orders
	  • finger jointing schedules considering human and equipment resource capacity
	• interpret order sizes and set up equipment to achieve correct dimensions and profiles
	• measure trialled material dimensions and profiles against

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	specifications and allowable tolerances.

Oral communication skills to:	• provide clear, unambiguous:
	  • directions to operators for shutting down equipment
	  • information about equipment faults to maintenance personnel

Reading skills to:	• interpret:
	  • production orders
	  • workplace health and safety and other organisational procedures
	  • maintenance schedules.

Writing skills to:	• develop finger jointing schedules in a style and format easily understood by others • complete accurate basic records for production outcomes, equipment faults and maintenance requirements.
Planning and organising skills to:	• source and organise production data to inform finger jointing schedules • efficiently and logically sequence the stages of setting up jointing equipment and operations • coordinate maintenance of finger jointing equipment to minimise downtime.
Technology skills to:	• use a computer, keyboard and software to prepare finger jointing schedules and maintenance requests.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3207B Set up, operate and maintain finger jointing operations

Links

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

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Assessment Requirements for FWPCOT3207 Set up, operate and maintain finger jointing operations

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3207B Set up, operate and maintain finger jointing operations, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:
- plan and monitor finger jointing operations
- determine, document and communicate finger jointing schedules providing details of:
  - timber cross sections to be finger jointed
  - finger joint profiles
  - required and acceptable cleat lengths
  - finished product grades
  - quantities to be produced
  - changeover times
- complete production records.

Knowledge Evidence

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

- environmental protection practices for forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing timber and other waste

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- operational capacity of finger jointing equipment
- typical work flow processes for finger jointing operations
- methods of determining finger jointing schedules to maximise equipment, labour and material use
- format, content and use of finger jointing schedules
- monitoring processes for automated jointing machines and overall production process
- typical processing and equipment faults and solutions for minimal production disruption
- industry standard cross sections, their strength, tolerances and applicable terminology
- purpose, features and operation and maintenance requirements of finger jointing equipment:
  - finger jointing machine stations and equipment
  - glue spreader
  - conveyors
- organisational procedures specific to coordinating finger jointing operations:
  - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
  - communication reporting lines for operator team members and self
  - documenting and communicating finger jointing schedules
  - recording and reporting production outcomes and maintenance schedules.

Assessment Conditions

The following resources must be made available:

- computers, keyboards, printers and software used to prepare finger jointing schedules and maintenance documents
- tools and equipment used to produce finger jointed material
- consumable glue and cutters
- personal protective equipment suitable for finger jointing operations
- commercial timber
- production orders with specific information about grades, quantities and cross sections for specified finger jointed timber products
- template documents for recording:
- finger joi**nting schedules**
- **productio**n outcomes
- maintenance schedules for finger jointing equipment
- organisational procedures for coordinating finger jointing operations
- relevant personnel for the purposes of communicating information.

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

Assessor requirements

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

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FWPCOT3208 Test strength of joints

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3208B Test strength of joints, which was first released with FPI11 Forest and Forest Products Training Package Version 1. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to collect samples and prepare, test and report on the strength of joints. The unit includes interpreting test results for the identification of problems in production, and making necessary changes to processes.

The unit applies to those working in a broad range of technical roles across different sectors in the forest and wood products industry.

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

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Timber Manufactured Products

Timber Merchandising

Wood Panel Products

Timber Truss and Frame Design and Manufacture

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for testing	1.1 Obtain and review test specifications and equipment for testing

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	strength of joints. 1.2 Collect and prepare test samples according to quality assurance procedures. 1.3 Identify and resolve potential problems with testing.
2. Conduct testing procedures	2.1 Follow organizational procedures to test samples. 2.2 Obtain and interpret test results. 2.3 Complete test reports. 2.4 Store samples according to customer, test authority and site requirements.
3. Finalise testing	3.1 Communicate test results. 3.2 Identify and dispose of or recycle faulty material 3.3 Report identified faults and assist with the identification of production problems. 3.4 Modify test sampling process in response to identified problems and production changes 3.5 Record and report testing outcomes.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3208B Test strength of joints

Links

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

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Assessment Requirements for FWPCOT3208 Test strength of joints

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3208B Test strength of joints which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational and quality procedures for testing the strength of joints
- safely and efficiently collect samples
- accurately interpret test results
- identify problems that may affect test results
- complete accurate records and reports.

Knowledge Evidence

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

- joint strength and issues that may affect joint strength
- different types of joints: glued joints, joints formed with nail plates
- methods and procedures for testing joints: bending test, wet or dry cleavage chisel test, bloc shear test, nail plate pull out test
- problems associated with the testing process: test accuracy; sample quality; faulty material; defects
- criteria for recycling and re-using faulty material
- procedures for recording and reporting workplace information: tally sheets, quality sheets, forms
- production sheets and downtime sheets.
- criteria for recycling and re-using faulty material.

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Assessment Conditions

The following resources must be made available:

- joints for testing
- equipment necessary for testing
- personal protective equipment for testing strength of joints.

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

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FWPCOT3209 Set up, operate and maintain end matching operations

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Application

This unit of competency describes the outcomes required to coordinate operational logistics for end matching activities which includes planning schedules for operators, setting up equipment for production runs, resolving processing problems and coordinating equipment shut-down and maintenance.

The unit applies to timber process operators that co-ordinate end matching activities in a forest products factory setting.

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

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential *outcomes.*	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan production parameters	1.1 Interpret production orders for grades, quantities of timber requiring rework, cross sections, end use and plan end matching

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ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential *outcomes.*	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	operations. 1.2 Develop end matching schedules to ensure optimum production outcomes and communicate to operators in line with organisational procedures.
2. Set up and monitor end matching operation	2.1 Check equipment for operational effectiveness and adjust set up to meet production requirements. 2.2 Select, check, prepare and install cutters to suit end profile and timber cross section. 2.3 Set feed rates, guides and conveyors to suit timber cross section and characteristics. 2.4 Cut trial joints and check end profiles against specifications. 2.5 Join trial boards and test for strength and appearance. 2.6 Accept or reject trialled material and dispose of in line with environmental protection practices. 2.7 Resolve any machining problems, make final adjustments and start the end matching process. 2.8 Monitor end matching processes; identify and resolve processing and equipment faults. 2.9 Record and report production outcomes to appropriate personnel.
3. Coordinate shut-down and maintenance	3.1 Coordinate equipment shutdown with operators in line with organisational safety procedures. 3.2 Assist maintenance personnel to identify and resolve equipment faults. 3.3 Plan and coordinate routine maintenance of end matching equipment in line with organisational procedures and maintenance schedules.

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:	• complete calculations to determine: • material amounts required to satisfy production orders

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	• end matching schedules considering human and equipment resource capacity • interpret order sizes and set up equipment to achieve correct dimensions and profiles • measure trialled material dimensions and profiles against specifications and appropriate tolerances.
Oral communication skills to:	• provide clear, unambiguous: • directions to operators for shutting down equipment • information about equipment faults to maintenance personnel.
Reading skills to:	• interpret: • production orders • workplace health and safety and other organisational procedures • maintenance schedules.
Writing skills to:	• develop end matching schedules in a style and format easily understood by others • complete accurate basic records for production outcomes, equipment faults and maintenance requirements.
Planning and organising skills to:	• source and organise production data to inform end matching schedules • efficiently and logically sequence the stages of setting up end matching equipment and operations • coordinate maintenance of end matching equipment to minimise downtime.
Technology skills to:	• use a computer, keyboard and software to prepare end matching schedules and maintenance requests.

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
FWPCOT3209 Set up, operate and maintain end matching operations Release 2	FWPCOT3209 Set up, operate and maintain end matching operations Release 1	Minor formatting errors corrected.	Equivalent unit

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Links

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

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Assessment Requirements for FWPCOT3209 Set up, operate and maintain end matching operations

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- plan and monitor end matching operations
- determine, document and communicate end matching schedules providing details of:
  - timber cross sections to be end matched
  - end matching profiles
  - finished product grades
  - quantities to be produced
  - changeover times
- complete production records for the above production jobs.

Knowledge Evidence

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

- environmental protection practices for forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing timber and other waste
- operational capacity of end matching equipment
- typical work flow processes for end matching operations
- methods of determining end matching schedules to maximise equipment, labour and material use
- format, content and use of end matching schedules

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- monitoring processes for end matching machines and overall production process
- typical processing and equipment faults and solutions for minimal production disruption
- range of industry standard cross sections, their strength, tolerances and applicable terminology
- purpose, features, operation and maintenance requirements of equipment used to produce end matched products including:
  - guides
  - cutters
  - conveyors
- organisational procedures specific to coordinating end matching operations
- workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
- communication reporting lines for operator team members and self
- documenting and communicating end matching schedules
- recording and reporting production outcomes and maintenance schedules.

Assessment Conditions

The following resources must be made available:

- computers, keyboards, printers and software used to prepare end matching schedules and maintenance documents
- tools and equipment used to end matched timber products:
- personal protective equipment suitable for end matching operations
- a diverse range of commercial timber
- production orders with specific information about grades, quantities and cross sections for specified end matched timber products
- template documents for recording:
  - end matching schedules
  - production outcomes
- maintenance schedules for end matching equipment
- organisational procedures for coordinating end matching operations.

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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FWPCOT3210 Sharpen cutting tools

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3210B Sharpen cutting tools, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to verify cutting tool dimensions, select and set up grinder and attachments, and sharpen cutting tools. Tools include cutters, profile cutters, routers and other rotary cutting tools. Work is completed in a forest products factory setting.

The unit applies to Sawdoctor, Sawmaker, Saw Repairer.

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 describe the essential outcomes.	*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.*
1. Determine required cutting tool dimensions	1.1 Review work order and where required check with appropriate personnel. 1.2 Obtain site documentation and drawings and verify cutting tool dimensions. 1.3 Check cutter angles to improve efficiency of expended cutting

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	energy in mill operations. 1.4 Check cutting tool condition against required dimensions, angles and finish. 1.5 Assess and document additional cutting processes in line with work order.
2. Select and set up grinder	2.1 Select appropriate repair, maintenance and personal protective equipment and check for operational effectiveness. 2.2 Select grinding wheel of appropriate diameter to suit sharpening requirements and mount on grinder. 2.3 Dress grinding wheel to maintain cutting surface and suit cutting tool dimensions. 2.4 Configure grinder attachments to suit cutting tool dimensions and profile.
3. Operate grinder to sharpen cutting tool blades	3.1 Follow organisational safety procedures and manufacturer's recommendations throughout all repair and maintenance processes. 3.2 Select grinding speeds and feeds to suit cutting tool material, grinding wheel material and configuration. 3.3 Maintain cutting angles and grind cutting edges to remove nicks, lands and other imperfections. 3.4 Check cutting teeth systematically for consistent measurements to specifications. 3.5 Monitor grinder for operational effectiveness and apply coolant as required. 3.6 Remove cutting tool and store to maintain cutting edges. 3.7 Dispose of unserviceable and damaged cutting tools in line with environmental protection practices. 3.8 Record and report processing problems and equipment faults 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.	
Numeracy skills to:	• interpret required tool dimensions from equipment specifications and drawings • read basic grinding wheel settings; set and adjust speeds to suit

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	cutting tool material • complete precise calculations to machine cutting tools to specified profile and angle.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify content of work orders.
Reading skills to:	• interpret documents: • workplace health and safety and other organisational procedures • work orders • manufacturers' maintenance recommendations.
Writing skills to:	• complete basic accurate records for processing problems and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and repair work using work order to guide activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3210B Sharpen cutting tools

Links

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

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Assessment Requirements for FWPCOT3210 Sharpen cutting tools

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3210B Sharpen Cutting tools, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:
- follow organizational policies and procedures relevant to sharpening cutting tools
- determine cutting tool dimensions
- select and set up grinder and attachments
- sharpen cutting tools in line with an individual work order
-

Knowledge Evidence

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

- purpose, features and operation of cutting equipment for which cutters are sharpened:
  - cutters
  - profile cutters
  - routers
- purpose, features, operation and limitations of tools and equipment used to sharpen cutting tools:
  - grinding machines
  - grinding machine attachments
  - abrasive grinding wheels
- methods for:

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    - determining cutting tool dimensions
    - removing cutters from cutting equipment
    - assessing cutter condition
    - selecting appropriate grinding wheels; diameter and material
    - sharpening cutters to specified requirements
    - setting cutters to a specified profile
- pitch and angles at which cutters are sharpened
- abrasive wheel technology, including wheel types, safe use and storage, cutting speeds, special applications, selection, specifications and design limitations.
- range of speeds at which abrasive wheels can be operated without damaging cutting tools
- environmental protection practices for repairing and maintaining tools and equipment in forest products factory settings:
    - reducing water and energy use
    - cleaning plant, tools and equipment
    - disposing of, recycling and reusing materials
- organisational procedures specific to sharpening cutting tools:
    - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
    - communication reporting lines
    - recording and reporting processing problems and equipment faults.
    -

Assessment Conditions

The following resources must be made available:

- tools and equipment used to sharpen cutting tools including grinders and one or more of the following:
    - abrasive grinding wheels in a variety of diameters
    - slicers
    - mincer plates
    - chucks
    - collets
    - clamps
    - dividing heads
    - drill bit holders
    - vices
    - resting brackets
- cutting equipment for which cutters are to be sharpened:
    - cutters
    - profile cutters
    - routers

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- coolant
- personal protective equipment suitable for sharpening cutting tools
- manufacturers' instructions for use, repair and maintenance of equipment
- work order for repair and maintenance activities with specific instructions for sharpening cutting tools in specified equipment
- template documents for recording processing problems and equipment faults
- organisational policies and procedures for sharpening cutting tools.

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

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FWPCOT3211 Maintain sawdoctoring tools

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3211B Maintain sawdoctoring tools, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to assess tool wear and the need to recondition straight edges and tension guides by grinding, machining or filing. Work is completed in a forest products factory setting.

The unit applies to Sawdoctor, Saw Repairer.

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

Pre-requisite Unit

Nil

Unit Sector

Common Technical; applies across sectors

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for maintenance	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate repair, maintenance and personal protective equipment and check for operational effectiveness. 1.3 Remove sawdoctoring tools for reconditioning from designated machinery.

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	1.4 Plan maintenance process in line with work order.
2. Recondition straight edge	2.1 Follow organisational safety procedures and manufacturer's recommendations throughout all repair and maintenance processes. 2.2 Assess straight edge damage and wear select appropriate reconditioning method. 2.3 Determine correct work angle for re-surfacing or removal of wear. 2.4 Clamp straight edge at correct angle to prevent movement, vibration and slippage during the re-surfacing process. 2.5 Inspect abrasive wheel or cutting tool, clean or change as required to suit work material removal, tolerance and surface texture requirements. 2.6 Grind, machine or file straight edge to remove distortions and maintain edge straightness and flatness without overheating or causing distortion, 2.7 Remove all signs of wear or damage from reference surfaces. 2.8 Clean straight edge and debur edges. 2.9 Dispose of distorted sawdoctoring tools in line with environmental protection practices.
3. Recondition tension gauge	3.1 Select grinder or other appropriate enterprise method for reconditioning tension gauges in line with organisational procedures. 3.2 Set grinder to produce required radius or circle diameter for the tension gauge. 3.3 Position tension gauge and clamp in grinder securely, ensuring cord height is central to gauge length and arc is ground square to plane of the gauge body. 3.4 Inspect grinding wheel, and dress and change to suit work, material and required tolerance. 3.5 Grind gauge to required accuracy and profile until all visible edge and face wear is removed. 3.6 Select and monitor grinding speed and feed rates to avoid overheating, distortion and burn marks. 3.7 Dispose of tension gauges distorted during the process in line with environmental protection practices. 3.8 Record and report processing problems and equipment faults to appropriate personnel.

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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:	• read basic grinding wheel settings; set and adjust speeds to suit straight edge and tension gauge requirements.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' instructions and maintenance recommendations.

Writing skills to:	• complete basic accurate records for processing problems and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and repair work using work order to guide activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3211B Maintain sawdoctoring tools

Links

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

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Assessment Requirements for FWPCOT3211 Maintain sawdoctoring tools

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3211B Maintain sawdoctoring tools, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to maintaining sawdoctoring tools
- maintain sawdoctoring tools in line with prescribed organisational requirements

Knowledge Evidence

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

- purpose, features and operation of tools and equipment used to recondition straight edges and tension gauges:
  - grinding machines
  - grinding machine attachments
  - abrasive grinding wheels
- purpose, features and operation of straight edges and tension gauges
- methods for:
  - assessing condition of straight edges and tension gauges
  - selecting appropriate grinding wheels; diameter and material
  - reconditioning straight edges and tension gauges to specified requirements
- industry standard and organisational tolerances
- angles at which straight edges and tension gauges are ground

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- range of speeds at which abrasive wheels can be operated without damaging materials being reconditioned
- organisational procedures specific to maintaining sawdoctoring tools:
  - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
  - communication reporting lines
  - recording and reporting processing problems and equipment faults
- environmental protection practices for repairing and maintaining tools and equipment in forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing materials

Assessment Conditions

The following resources must be made available:

- tools and equipment used to recondition straight edges and tension gauges:
  - grinding machines
  - grinding machine attachments
  - abrasive grinding wheels in a variety of diameters
  - hand files
  - oil stones
- straight edges and tension gauges for reconditioning:
  - feeler gauges
  - vernier callipers
  - micrometers
- personal protective equipment suitable for maintaining sawdoctoring tools
- manufacturers' instructions for use, repair and maintenance of equipment
- work order for repair and maintenance activities with specific instructions for reconditioning straight edges and tension gauges
- template documents for recording processing problems and equipment faults
- organisational procedures for maintaining sawdoctoring tools.

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

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

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FWPCOT3212 Replace saws, blades and guides

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3212B Replace saws, blades and guides first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to remove blunt or damaged saw blades, knives and guides and to install reconditioned ones in various types of cutting equipment. Work is completed in a forest products factory setting.

The unit applies to Sawdoctor, Saw repairer.

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 describe the essential outcomes.	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.
1. Prepare for replacement	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate repair, maintenance and personal protective equipment and check for operational effectiveness. 1.3 Transport saws, blades and guides for replacement to designated machinery, using mechanical lifting aids as required.

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	1.4 Plan replacement process in line with work order.
2. Replace saws, blades and guides	2.1 Follow organisational safety procedures throughout all repair and maintenance repair processes. 2.2 Lock-out equipment and remove mechanical and safety components to provide access to saws or blades and guides without damaging components. 2.3 Store removed components temporarily in a safe location. 2.4 Replace blades and guides in line with manufacturer's recommendations. 2.5 Replace and secure mechanical and safety components in line with manufacturer recommendations. 2.6 Check serviced equipment for correct alignment, position and overall free operational performance. 2.7 Dispose of used blades and guides in line with environmental protection practices or transfer for reconditioning. 2.8 Record and report processing problems and equipment faults 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.	
Numeracy skills to:	• measure precise alignment of blades and guides to specification..
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' maintenance recommendations.

Writing skills to:	• complete basic accurate records for processing problems and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and repair work using work order to guide activities.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3212B Replace saws, blades and guides

Links

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

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Assessment Requirements for FWPCOT3212 Replace saws, blades and guides

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3212B Replace saws, blades & guides, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:
- follow organisational policies and procedures relevant to replacing saws, blades and guides
- replace saws, blades and knives for these types of equipment in line with a work order
-

Knowledge Evidence

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

- purpose, features and operation of tools and equipment used to remove and replace saws, blades and knives:
  - spanners, wrenches and sockets
  - mechanical lifting aids including:
    - block and chain
    - pedestrian operated crane
    - pulley system
- methods for:
  - isolation of equipment
  - removing mechanical and safety components without damaging these

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    - removing saws blades and knives cutters from saws and cutting equipment
    - installing and checking replacement saws blades and knives for correct alignment and free operation
- features and names of different parts of saws, blades and knives for:
    - circular saws
    - chippers
    - canters
    - narrow and wide band saws
- mechanical and safety equipment components and their positioning and tolerance specifications in relation to other components including
    - electrical motors
    - riving knives
    - access covers
    - saw guards
    - extraction equipment
- environmental protection practices for repairing and maintaining tools and equipment in forest products factory settings:
- reducing water and energy use
- cleaning plant, tools and equipment
    - disposing of, recycling and reusing materials
- organisational policies and procedures specific to replacing saws, blades and guides:
    - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
    - communication reporting lines
    - recording and reporting processing problems and equipment faults.

Assessment Conditions

The following resources must be made available:

- cutting equipment for which saws, blades and guides are to be replaced including one or more of the following:
    - circular saws
    - chippers
    - canters
    - narrow and wide band saws
- new or reconditioned cutters and blades and knives for those pieces of equipment
- new or reconditioned guides for those pieces of equipment
- mechanical lifting aids
- spanners, wrenches and sockets for removing parts
- personal protective equipment suitable for replacing saws, blades and guides
- manufacturers' instructions for use, repair and maintenance of equipment

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- work order for repair and maintenance activities with specific instructions for replacing saws, blades and guides in specified equipment
- template documents for recording processing problems and equipment faults
- organisational policies and procedures for replacing saws, blades and guides.

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

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FWPCOT3213 Manufacture cutting tools

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3213B Manufacture cutting tools, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to manufacture cutting tools by selecting appropriate material and machining blanks to specified profiles. Work is completed in a wood products factory setting.

The unit applies to Sawdoctor, Saw Repairer.

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

Pre-requisite Unit

Nil

Unit Sector

Common Technical; applies across sectors

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Select required material	1.1 Review work order and where required check with appropriate personnel. 1.2 Obtain information about timber and equipment and review to determine preferred material type and cutting tool dimensions. 1.3 Select appropriate personal protective equipment and check for operational effectiveness.

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	1.4 Select material and cut to suitable lengths for machining cutting tool blank. 1.5 Plan processes to produce blank in line with work order.
2. Machine blank	2.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Determine blank dimensions and tolerances in line with work order. 2.3 Set up machining equipment in line with manufacturer's recommendations and industry practices. 2.4 Machine blank to required dimensions and tolerances using selected processes. 2.5 Check blank surface finish and dimensions against specifications.
3. Machine required profiles	3.1 Position blank in suitable attachments to machine tooth profiles. 3.2 Complete set-up and machine blanks to ensure each tooth profile and dimension meets required tolerances. 3.3 Check profile surface finish and dimensions against specifications. 3.4 Dispose of sub-standard profiled material in line with environmental protection practices. 3.5 Record and report processing problems and equipment faults 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.	
Numeracy skills to:	• complete precise calculations to machine and profile cutting tools to specified diameters, profiles, widths, lengths and angles within tolerances.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' instructions and maintenance recommendations.

Writing skills to:	• complete basic accurate records for processing problems and equipment faults.

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Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and profiling activities using work order to guide activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3213B Manufacture cutting tools

Links

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

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Assessment Requirements for FWPCOT3213 Manufacture cutting tools

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3213B Manufacture cutting tools, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:
- follow organizational policies and procedures relevant to manufacturing cutting tools
- safely manufacture cutting tools that meet industry standards and technical requirements

Knowledge Evidence

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

- purpose, features and operation of tools and equipment used to machine and profile blanks for cutting tools
- importance of profiling cutting tools to match requirements for:
  - characteristics of various materials sawn
  - speed of the cutting process
  - direction of the cutting process
  - cutting angle
  - cutting tool specifications
- methods for:
  - calculating cutting tool dimensions
  - machining and profiling blanks to required profile

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    - assessing surface finish and measuring dimensions of finished tool against specifications and tolerances
- industry standard and organisational tolerances
- organisational procedures specific to manufacturing cutting tools:
    - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
    - communication reporting lines
    - recording and reporting processing problems and equipment faults
- environmental protection practices for machining tools and equipment in forest products factory settings:
    - reducing water and energy use
    - cleaning plant, tools and equipment
    - disposing of, recycling and reusing materials

Assessment Conditions

The following resources must be made available:

- tools and equipment used to machine and profile blanks for cutting tools
- measuring equipment which includes one or more of the following:
    - vernier callipers
    - micrometers
    - rules
- blank stock for cutting tools
- personal protective equipment suitable for manufacturing cutting tools
- manufacturers' instructions for use, repair and maintenance of equipment
- work order for machining activities with specific instructions for manufacturing cutting tools for specified equipment
- template documents for recording processing problems and equipment faults
- organisational policies and procedures for manufacturing cutting tools.

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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FWPCOT3214 Take off material quantities

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3214B Take off material quantities, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to determine correct material quantities and pricing from completed designs that estimate requirements. It involves itemising materials, detailing material sizes and quantities, and calculating quantity pricing. Work is completed in a forest products factory setting.

The unit applies to Designer (Timber Truss & Frame), Production Fabricator (Timber Truss & Frame), Timber Manufactured Products Technician

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 describe the essential outcomes.	*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.*
1. Itemise materials	1.1 Obtain and interpret production specifications to determine material types and job costing requirements. 1.2 Identify components to be listed; integrate general detailing and dimensioning systems.

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	1.3 Prepare tables for listing, list and categorise items in line with industry standards. 1.4 Complete itemised list of all materials in line with order requirements and organisational procedures. 1.5 Select common industry materials where no specific information is provided and material is not critical to design.
2. Detail material sizes and quantities	2.1 Calculate, scale or extract physical dimensions for components from tables in line with order requirements. 2.2 Estimate material quantities and express as industry standard lengths or sheet sizes, allowing for wastage. 2.3 Accumulate multiple requirements for identical material and document total quantities. 2.4 Complete and maintain detailed notes and records of material usage, and cutting and machining requirements.
3. Calculate quantities and prices	3.1 Calculate and document total requirements for each line item in take-off. 3.2 Express quantities in measurement units that match item type, order and production requirements. 3.3 Calculate total order costs from item rate. 3.4 Complete and maintain accurate records of pricing in line with organisational requirements.

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:	• interpret detailed in-house material specifications involving codes, dimensions and pricing • complete complex calculations involving dimensions, quantities, scales and unit price costs • record precise numerical details of measurements, quantities and costs.
Reading skills to:	• interpret detailed and unfamiliar production specifications • interpret detailed and familiar: • organisational procedures for preparing and documenting material quantities and pricing • material description sheets.

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Writing skills to:	• record clear and unambiguous information about material use and cutting requirements • develop detailed records of final material quantities and pricing.
Planning and organising skills to:	• complete work orders in logical sequence and manage own timing and productivity to complete pricing within deadlines.
Technology skills to:	• use a computer, keyboard and software to prepare and document quantities and pricing.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3214B Take off material quantities

Links

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

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Assessment Requirements for FWPCOT3214 Take off material quantities

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3214B Take off material quantities, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- determine final material quantities and pricing from at least two original designs in line with an individual set of specifications for each job
- for each of the above jobs, complete and maintain accurate records of all calculations, material quantities, usage and pricing.

Knowledge Evidence

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

- typical categories of different timber based construction materials listed in itemised tables and applicable terminology
- range of industry standard lengths and sheet sizes and applicable terminology
- methods used to calculate:
  - wastage
  - lineal metres
  - cubic metres
  - unit numbers
- industry and specific organisational:

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  - quantifying processes
  - sources of costs for materials
  - formats for tables for listing and categorising materials
- organisational procedures for preparing and documenting material quantities and pricing.

Assessment Conditions

The following resources must be made available:

- computers, keyboards and printers
- industry current software programs used to determine final material quantities and pricing from estimates
  - initial designs and production specifications on which to base final material requirements and prices:
  - sketches, drawings and notes
  - components lists
  - dimensional and detailing data
  - customer requirements
- in-house material price lists, product description sheets or manuals; either electronic or hard copy
- template tables for listing and categorising materials
- organisational procedures for preparing and documenting material quantities and pricing:

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

Assessor requirements

Assessors must:

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

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

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FWPCOT3215 Swage and shape saw blades

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3215B Swage and shape saw blades, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to widen then press into shape, through a cold forming process, the cutting points of saw teeth to create a block that has the required hook, back, tangential and radial clearance angles for efficient saw operation. Work is completed in a wood products factory setting.

The unit applies to Sawdoctor, Saw Repairer.

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 describe the essential outcomes.	*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.*
1. Set up equipment	1.1 Review work order and where required check with appropriate personnel. 1.2 Identify required swage shape and thickness from existing saws and relevant records. 1.3 Select appropriate personal protective and other equipment and

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	check for operational effectiveness. 1.4 Set up saw, swage and shaping equipment to meet production requirements. 1.5 Check die or swage clamp or vice shape against required shape, clearances and kerf, and change as required. 1.6 Secure saw in a swage clamp or vice or swager with teeth aligned to swager or vice shape. 1.7 Apply anti-scuffing paste to areas of saw for swaging.
2. Swage teeth	2.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Complete trial swage, check and adjust swaging setup. 2.3 Accept or reject trialled material and dispose of in line with environmental protection practices. 2.4 Inspect swage shape and thickness and measure for tangential and radial clearance and kerf. 2.5 Adjust swaging operation to meet production specifications. 2.6 Check dies for wear and adjust to ensure accurate operation. 2.7 Swage remaining teeth in line with production and manufacturer specifications.
3. Shape teeth	3.1 File and shape excess material resulting from swaging process. 3.2 Complete trial shape and check tooth tolerances, adjusting as required. 3.3 Accept or reject trialled material and dispose of in line with environmental protection practices. 3.4 Assess shape and check tooth alignment, adjusting remaining teeth as required. 3.5 Record and report processing problems and equipment faults 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.	
Numeracy skills to:	• complete precise calculations to swage and shape saw blades specified hook, back, tangential and radial clearance angles.

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Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' recommended specifications for swaging and shaping teeth.

Writing skills to:	• complete basic accurate records for processing problems and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3215B Swage and shape saw blades

Links

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

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Assessment Requirements for FWPCOT3215 Swage and shape saw blades

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3215B Swage and shape saw blades which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to swaging and shaping saw blades
- inspect kerf and swage block to assess both as part of the setup procedures for swaging and shaping
- swage and shape teeth in line with organisational requirements and specifications

Knowledge Evidence

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

- purpose, features and operation of circular, band and gang saws for which saw blades are shaped and swaged
- features and names of different parts of circular, band and gang saw blades
- purpose, features and operation of tools and equipment used to shape and swage blades:
  - swagers
  - swage clamps or vices
  - dies
  - measuring equipment
- importance of swaging and shaping saw blades to match requirements for:
  - characteristics of various materials sawn

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    - speed of the sawing process
    - direction of the sawing process
    - cutting angle for sawing
    - saw blade specifications
- techniques used to swage and shape saw teeth to specified hook, back, tangential and radial clearance angles
- industry standard and organisational tolerances
- organisational procedures specific to swaging and shaping saw blades:
    - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
    - communication reporting lines
    - recording and reporting processing problems and equipment faults.
- environmental protection practices for repairing and maintaining tools and equipment in forest products factory settings:
    - reducing water and energy use
    - cleaning plant, tools and equipment
    - disposing of, recycling and reusing materials

Assessment Conditions

The following resources must be made available:

- tools and equipment used to swage and shape saw blades:
    - swagers
    - swage clamps or vices
    - dies
- measuring equipment including one or more of the following:
    - wire gauges
    - test bars
    - rules
    - micrometers
    - vernier callipers
- saw blades to suit:
- circular saws
- band saws
- gang saws
- personal protective equipment suitable for swaging and shaping saw blades
- manufacturers' instructions for use of equipment and recommended specifications for swaging and shaping teeth
- work order with specific instructions for swaging and shaping saw blades for specified equipment
- template documents for recording processing problems and equipment faults

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- organisational policies and procedures for swaging and shaping saw blades

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

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FWPCOT3216 Assess and maintain saw performance

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3216B Assess and maintain saw performance, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to assess, test, verify and rectify cutting problems for chipping and sawing machines, saw blades, knives and associated equipment. Work is completed in a wood products factory setting.

The unit applies to Sawdoctor, Saw Repairer.

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

Pre-requisite Unit

Nil

Unit Sector

Common Technical; applies across sectors

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Inspect and test saw and equipment	1.1 Obtain information relating to current and past performance problems and review to assess process problems. 1.2 Select appropriate personal protective equipment and check for operational effectiveness. 1.3 Observe saw and equipment under operating conditions to determine extent of problems.

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	1.4 Examine timber fed through saw to determine potential causes of cutting problem. 1.5 Lock-out equipment and inspect saw and equipment to identify worn, broken and loose components.
2. Assess technical performance	2.1 Compare technical performance against other equipment. 2.2 Assess technical performance of sawing operation to identify future improvements and feasibility of options for new equipment. 2.3 Obtain endorsement from appropriate personnel for identified improvements.
3. Rectify saw problems	3.1 Identify characteristics of occurring problems and diagnose possible causes. 3.2 Refer to other trades and operations personnel to validate assessed causes. 3.3 Canvass responses and discuss with relevant personnel to identify and agree on preferred option. 3.4 Implement selected course of action, review cutting results and communicate to appropriate personnel. 3.5 Record and report causes of cutting problems and action taken in line with organisational procedures.

Foundation Skills

his section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.	
Numeracy skills to:	• interpret routine numerical data involving angles, dimensions, and speeds in equipment fault and cutting performance records.
Oral communication skills to:	• ask open and closed probe questions and actively listen when discussing problems, potential causes and options to rectify.
Reading skills to:	• interpret basic documents recording faults and performance of equipment • interpret detailed and familiar workplace health and safety procedures.
Writing skills to:	• complete accurate basic records of cutting problems, the fault diagnosis process and rectification outcomes.
Planning and organising skills to:	• manage own timing and productivity to assess, diagnose and rectify saw problems.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3216B Assess and maintain saw performance

Links

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

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Assessment Requirements for FWPCOT3216 Assess and maintain saw performance

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3216B Assess and maintain saw performance, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to assessing and maintaining saw performance
- assess saw problems through information gathering, testing and inspecting equipment, and assessing possible causes
- select and implementing the correct course of action to rectify saw problems
- complete a basic report providing details of cutting problems, the fault diagnosis process and rectification outcomes.

Knowledge Evidence

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

- purpose, features and operation of sawing tools including:
  - band saws
  - circular saws
  - gang saws
  - chippers
  - canters
- typical causes of damage and poor saw performance:

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  - forcing timber through the equipment
  - damage from foreign matter
  - incorrect operating speeds
  - oversized material removal
  - incorrect setting of equipment
  - poor sharpening or setting of saw blades
- methods for:
  - assessing condition of saw blades and performance of equipment
  - diagnosing causes of damage and poor performance
  - rectifying problems and improving saw performance.
- organisational procedures specific to assessing and maintaining saw performance:
  - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
  - communication reporting lines
  - recording and reporting cutting problems, the fault diagnosis process and rectification outcomes.

Assessment Conditions

The following resources must be made available:

- sawing tools for assessment and maintenance which includes one or more of the following:
  - band saws
  - circular saws
  - gang saws
  - chippers
  - canters
- personal protective equipment suitable for assessing and maintaining saw performance
- equipment fault and cutting performance records
- template documents for recording and reporting cutting problems, the fault diagnosis process and rectification outcomes
- organisational policies and procedures for assessing and maintaining saw performance.

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

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

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FWPCOT3217 Assess and maintain cutter performance

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3217B Assess and maintain cutter performance, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to assess, test, verify and rectify cutting problems for routing, moulding and planing machines and associated equipment. Work is completed in a forest products factory setting.

The unit applies to Sawdoctor, Saw Repairer.

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 describe the essential outcomes.	*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.*
1. Inspect and test cutters and equipment	1.1 Obtain information relating to current and past performance problems and review to assess process problems. 1.2 Select appropriate personal protective equipment and check for operational effectiveness. 1.3 Observe cutter and equipment under operating conditions to determine extent of problems.

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	1.4 Examine timber fed through equipment to determine potential causes of cutting problem. 1.5 Lock-out equipment and inspect cutters and equipment to identify worn, broken and loose components.
2. Assess technical performance	2.1 Compare technical performance against other equipment. 2.2 Assess technical performance of cutting operation to identify future improvements and feasibility of options for new equipment. 2.3 Obtain endorsement from appropriate personnel for identified improvements.
3. Rectify cutter problems	3.1 Identify characteristics of occurring problems and diagnose possible causes. 3.2 Refer to other trades and operations personnel to validate assessed causes. 3.3 Canvass responses and discuss with relevant personnel to identify and agree on preferred option. 3.4 Implement selected course of action, review cutting results and communicate to appropriate personnel. 3.5 Record and report causes of cutting problems and action taken in line with organisational procedures.

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:	• interpret routine numerical data involving angles, dimensions, and speeds in equipment fault and cutting performance records.
Oral communication skills to:	• ask open and closed probe questions and actively listen when discussing problems, potential causes and options to rectify.
Reading skills to:	• interpret basic documents recording faults and performance of equipment • interpret detailed and familiar workplace health and safety procedures.
Writing skills to:	• complete accurate basic records of cutting problems, the fault diagnosis process and rectification outcomes.
Planning and organising skills to:	• manage own timing and productivity to assess, diagnose and rectify saw problems.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3217B Assess and maintain cutter performance

Links

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

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Assessment Requirements for FWPCOT3217 Assess and maintain cutter performance

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3217B Assess and maintain cutter performance, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to assessing and maintaining cutter performance
- assess cutter problems through information gathering, testing and inspecting equipment, and assessing possible causes
- select and implement the correct course of action to rectify cutter problems
- complete a basic report providing details of cutting problems, the fault diagnosis process and rectification outcomes.

Knowledge Evidence

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

- purpose, features and operation of cutting tools which includes one or more of the following:
  - routers
  - moulders
  - planers
  - chippers
  - canters

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- typical causes of damage and poor cutter performance:
  - forcing timber through the equipment
  - damage from foreign matter
  - incorrect operating speeds
  - oversized material removal
  - incorrect setting of equipment
  - poor sharpening or setting of cutter blades
- methods for:
  - assessing condition of cutter blades and performance of equipment
  - diagnosing causes of damage and poor performance
  - rectifying problems and improving cutter performance
- organisational policies and procedures specific to assessing and maintaining cutter performance:
  - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
  - communication reporting lines
  - recording and reporting cutting problems, the fault diagnosis process and rectification outcomes.

Assessment Conditions

The following resources must be made available:

- cutting tools for assessment and maintenance which includes one or more of the following:
  - routers
  - moulders
  - planers
  - chippers
  - canters
- personal protective equipment suitable for assessing and maintaining cutter performance
- equipment fault and cutting performance records
- template documents for recording and reporting cutting problems, the fault diagnosis process and rectification outcomes
- organisational policies and procedures for assessing and maintaining cutter performance.

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

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- 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

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FWPCOT3218 Quote and interpret from manufactured timber product plans

Modification History

Release	Comment
1	Replaces equivalent FPICOT3218B Quote and interpret from manufactured timber product plans, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to interpret plans and layouts and manually prepare quotations for standard roof and floor trusses and wall frames.

The unit applies to workers who plan and quote on timber and wood products in a facility that produces these products.

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

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Timber Merchandising

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Interpret plans and loading conditions	1.1 Interpret and assess plans, drawing views and notes; identify loading information and design requirements and restrictions. 1.2 Obtain additional information and data from appropriate

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	personnel and other sources. 1.3 Create functional and pictorial images of structure, simple trusses, frames or floors based on design requirements.
2. Complete manual quote for roof and floor trusses	2.1 Select roof truss types to meet order requirements and define structure using common industry spacing's for trusses and components. 2.2 Determine layouts, spacing and sizing of individual structural members progressively, in line with order requirements. 2.3 Calculate and document quantities for bracing and roof truss ancillaries. 2.4 Select appropriate floor trusses from range of certified standard designs. 2.5 Prepare, check and record quotation for roof and floor trusses in line with organisational procedures.
3. Complete manual quote for wall frames	3.1 Measure and calculate wall frame lengths from plans and dimensions appropriate to timber sizes. 3.2 Prepare, check and record quotation for wall frames including costing per unit length in line with organisational procedures.

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:	• interpret numerical data from designs and plan specifications involving height, length, angles, shape, pitch and load • complete calculations involving dimensions, quantities and unit price costs • record precise numerical details of measurements, quantities and costs.
Oral communication skills to:	• ask questions and actively listen to clarify contents of designs, plans, drawings and notes.
Reading skills to:	• interpret designs, plans and technical notes.
Writing skills to:	• develop, document and present quotations in a clear format.
Planning and organising skills to:	• plan processing of quotations in a logical sequence and manage own timing and productivity to complete quotations within deadlines.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3218B Quote and interpret from manufactured timber product plans

Links

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

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Assessment Requirements for FWPCOT3218 Quote and interpret from manufactured timber product plans

Modification History

Release	Comment
1	Replaces equivalent FPICOT3218B Quote and interpret from manufactured timber product plans, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- complete quotations regarding the following types of manufactured timber products in line with an individual design and set of specifications for each for each job:
  - timber roof trusses
  - timber floor trusses
  - timber wall frames
- prepare documentation advising on production and installation to accompany quotations.

Knowledge Evidence

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

- applicable building and structural regulations for timber wall frames, roof and floor trusses
- common industry terminology for all components of timber wall frames, roof and floor trusses
- common industry standard layouts, spacing and sizing dimensions of individual members for timber wall frames, roof and floor trusses
- relationship between component loads and supports and spans

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- methods used to manually calculate, using tables and scientific calculators:
  - layout of roof trusses
  - truss, beam and frame materials and quantities
- industry and specific organisational:
  - quotation processes for timber wall frames, roof and floor trusses
  - sources of costs for materials and labour to manufacture
  - formats for and inclusions of quotations
  - formats for and inclusions of production and installation advice documents
- organisational procedures for preparing and documenting quotations for timber wall frames, roof and floor trusses.

Assessment Conditions

The following resources must be made available:

- computers, keyboards and industry current software programs used to produce documents
- scientific calculators
- designs, plans, technical specifications and notes for timber wall frames, roof and floor trusses on which to base quotation
- in-house material price lists, product description sheets or manuals; either electronic or hard copy
- template documents for recording calculations and quotations
- sample production and installation advice documents
- organisational procedures for preparing and documenting quotations for timber wall frames, roof and floor trusses.

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

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FWPCOT3219 Produce standard truss or frame plans and details using computers

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Application

This unit of competency describes the outcomes required to use computerised systems to produce standard truss or frame plans, including layout production, fabrication and installation instructions. Work is completed in a forest products factory setting.

The unit applies to Customer Service/Sales Assistant (retail or wholesale), Customer Service officer, Sales and Merchandising Team leader, Timber Advisor.

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

Element *Elements describe the essential outcomes.*	**Performance Criteria** *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.*
1. Select software	1.1 Identify and interpret work order, review and evaluate

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	software options. 1.2 Select appropriate software program to meet production outcomes.
2. Interpret plans and loading conditions	2.1 Interpret and assess plans, drawing views and notes; identify loading information and design requirements and restrictions. 2.2 Obtain additional information and data from appropriate personnel and other sources. 2.3 Create functional and pictorial image of structures, trusses and or frames based on design requirements. 2.4 Refer design requirements outside software limitations to appropriate personnel for resolution.
3. Test and select design options	3.1 Transfer fixed design details to layout data in line with software requirements. 3.2 Specify frame or truss types and select timber type and species in line with material suitability and availability. 3.3 Set common industry spacing of frames, trusses and components to defined design structure in line with industry standards. 3.4 Fix component sizes to clarify and confirm design options. 3.5 Select layouts, spacing and sizing of individual structural members progressively in line with software requirements. 3.6 Select, review and revise design details in line with work order.
4. Produce layouts and cutting requirements	4.1 Review design records for integrity, completeness and consistency in line with certifying authority standards. 4.2 Produce structural layout drawings and truss or frame assembly drawings using appropriate software. 4.3 Produce component cutting detail in line with production requirements and schedules. 4.4 Prepare and document production and installation advice in line with organisational procedures and industry standards. 4.5 Complete and maintain design records and documentation in line with organisational procedures.

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5. Provide advice on design and production issues	5.1 Answer questions about designs and assembly requirements clearly and comprehensively. 5.2 Use effective communication techniques to assist and develop production personnel. 5.3 Provide alternative materials or sizes for components within design scope and production requirements. 5.4 Discuss common site problems and examine and adopt prevention strategies to ensure future practice meets design requirements.

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:	• interpret numerical data from designs involving height, length, angles, shape, and load • input complex numerical data into software systems for layout, spacing and dimensions of structural members.
Oral communication skills to:	• ask detailed open and closed probe questions and actively listen to clarify contents of designs, plans, drawings and notes • provide clear unambiguous information about designs and assembly requirements • negotiate solutions to site installation problems.
Reading skills to:	• interpret detailed and unfamiliar designs and technical notes.
Writing skills to:	• input clear written text into software systems • produce clear and detailed documents to support interpretation of drawings and assist with production and installation.
Planning and organising skills to:	• plan and organise own work in logical sequence and manage own timing and productivity to complete plans, drawings and documents within deadlines.

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
FWPCOT3219 Produce standard	FWPCOT3219 Produce standard truss	Updated unit sector information	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
truss or frame plans and details using computers Release 2	or frame plans and details using computers Release 1		

Links

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

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Assessment Requirements for FWPCOT3219 Produce standard truss or frame plans and details using computers

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- prepare and document computerised plans and details for manufactured timber products in line with an individual design and set of drawing views and notes
- produce computerised drawings, layouts and cutting requirements
- apply mathematical procedures
- develop and select framing layout options and detail framing design
- prepare a package of production and installation advice documents to support interpretation of plans and drawings.
-

Knowledge Evidence

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

- applicable building and structural regulations for standard timber wall frames, roof and floor trusses
- common industry terminology for all components of standard timber wall frames, roof and floor trusses
- common industry standard layouts, spacing and sizing dimensions of individual members for standard timber wall frames, roof and floor trusses
- relationship between component loads and supports and spans
- timber species ad types that are suitable for the manufacture of standard timber wall frames, roof and floor trusses
- industry software:

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    - functions and capabilities
    - drawing types that can be produced
    - design limitations
    - methods to input and amend design factors and other data
    - methods used to produce structural layout drawings, assembly drawings and component cutting detail
    - methods for storing and retrieving drawings and other data
- industry and specific organisational:
    - processes for producing computerised plans and details for standard timber wall frames, roof and floor trusses
    - formats for and inclusions of documents providing production and installation advice
- organisational procedures for preparing and documenting computerised plans and details for standard timber wall frames, roof and floor trusses.

Assessment Conditions

The following resources must be made available:

- computers, keyboards and industry current software programs used to produce plans and details for standard timber wall frames, roof and floor trusses
- designs, plans, drawing views and notes for standard timber wall frames, roof and floor trusses on which to base plan and details
- template documents for developing production and installation advice
- organisational procedures for preparing and documenting computerised plans and details for standard timber wall frames, roof and floor trusses.

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

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FWPCOT3220 Quote and interpret from computerised timber manufactured product plans

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3220B Quote and interpret from computerised timber manufactured product plans, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to interpret plans and layouts and prepare computerised quotations for roof and floor trusses and wall frames. Work is completed in a timber and wood products production setting.

The unit applies to Customer Service/Sales Assistant (retail or wholesale), Customer Service officer, Sales and Merchandising Team leader, Timber Advisor.

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 describe the essential outcomes.	*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.*
1. Select software	1.1 Identify and interpret work order, review and evaluate software options. 1.2 Select appropriate software program to meet quotation requirements.

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2. Interpret plans and loading conditions	2.1 Interpret and assess plans, drawing views and notes; identify loading information and design requirements and restrictions. 2.2 Refer to engineers for calculations. 2.3 Obtain additional information and data from appropriate personnel and other sources. 2.4 Create functional and pictorial images of structures, including trusses, frames and or floors. 2.5 Refer design requirements outside software limitations to appropriate personnel for resolution.
3. Use computer programs to estimate components	3.1 Transfer fixed design details to layout data in line with software requirements. 3.2 Identify truss, frame or floor type and select timber type and species in line with material suitability and availability. 3.3 Define design structure using spacing of components, including trusses, frames and or floors in line with industry standards. 3.4 Fix component sizes to clarify and firm design options. 3.5 Select layouts, spacing and sizing of individual structural members progressively in line with software requirements. 3.6 Produce design details in line with software and order requirements. 3.7 Select design options based on feasibility, ease of erection, cost, material availability, customer preference and site requirements. 3.8 Review design details and modify without compromising truss, frame or structure strength.
4. Prepare quotation	4.1 Calculate total cost and produce quotation in designated format, using appropriate software. 4.2 Review quotation and check for completeness and accuracy in line with organisational procedures. 4.3 Complete computer records and prepare quotation for presentation in line with organisational procedures.

Foundation Skills

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

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Numeracy skills to:	• interpret numerical data from designs and plan specifications involving height, length, angles, shape, pitch and load • complete complex calculations involving dimensions, quantities and unit price costs • record precise numerical details of measurements, quantities and costs.
Oral communication skills to:	• ask detailed open and closed probe questions and actively listen to clarify contents of designs, plans, drawings and notes.
Reading skills to:	• interpret detailed and unfamiliar designs, plans and technical notes.
Writing skills to:	• develop, document and present complex quotations in a clear format.
Planning and organising skills to:	• plan processing of quotations in a logical sequence and manage own timing and productivity to complete quotations within deadlines.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3220B Quote and interpret from computerised timber manufactured product plans

Links

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

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Assessment Requirements for FWPCOT3220 Quote and interpret from computerised timber manufactured product plans

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3220B Quote and interpret from computerised timber manufactured product plans, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- interpret plans, loading conditions and technical information and conveying information in written, sketch and oral form
- use a scientific calculator and appropriate computer software to estimate truss, beam and frame materials and quantities
- produce quotations within designated timeframes

Knowledge Evidence

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

- applicable building and structural regulations for timber wall frames, roof and floor trusses
- common industry terminology for all components of timber wall frames, roof and floor trusses
- common industry standard layouts, spacing and sizing dimensions of individual members for timber wall frames, roof and floor trusses
- relationship between component loads and supports and spans
- for the software:
  - system functions and capabilities

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  - methods to input and amend design factors and other data
  - methods used to estimate truss, beam and frame materials and quantities
  - methods to store and retrieve quotations and other data
- industry and specific organisational:
  - computerised quotation processes for timber wall frames, roof and floor trusses
  - sources of costs for materials and labour to manufacture
  - formats for and inclusions of quotations
- organisational procedures for preparing and documenting computerised quotations for timber wall frames, roof and floor trusses.

Assessment Conditions

The following resources must be made available:

- computers, keyboards and industry current software programs used to produce quotations for timber wall frames, roof and floor trusses
- designs, plans, technical specifications and notes for timber wall frames, roof and floor trusses on which to base quotation
- in-house material price lists, product description sheets or manuals; either electronic or hard copy
- template documents for recording calculations and quotations
- sample production and installation advice documents
- organisational procedures for preparing and documenting computerised quotations for timber wall frames, roof and floor trusses.

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

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FWPCOT3221 Rehabilitate tracks, quarries and landings

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3221B Rehabilitate tracks, quarries and landings, which was first released with FPI11 Forest and Forest Products Training Package Version 1. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to identify and plan for the rehabilitation requirements of tracks, quarries and landings and to conduct renovation and revegetation operations. The unit also includes the establishment of run-off and drainage channels.

The unit applies to those working in commercial harvesting operations, within a forest environment producing forest products.

The unit applies to Forestry technician, Forestry Operations supervisor, Mobile plant operator, Harvesting technician.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states & territories at the time of publication, and may differ according to jurisdiction

Pre-requisite Unit

Nil

Unit Sector

Forest Growing and Management

Harvesting and Haulage

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Identify rehabilitation	1.1 Review work order for rehabilitation and clarify requirements

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requirements	with appropriate personnel. 1.2 Prepare to work safely according to organisation and site requirements. 1.3 Obtain and review environmental, regulatory and legislative information relating to the rehabilitation. 1.4 Inspect site and identify specific rehabilitation and revegetation requirements and drainage.
2. Plan rehabilitation operations	2.1 Select appropriate equipment for work requirements and check for operational effectiveness and manufacturer recommendations. 2.2 Conduct a risk assessment and implement controls. 2.3 Determine sequence of rehabilitation operations to ensure that time is used efficiently and that suitable equipment is available for tasks. 2.4 Advise relevant personnel of impending rehabilitation and any disruptions that may occur. 2.5 Document the rehabilitation and revegetation according to organisational protocols
3. Implement repairs to tracks, quarries and landings	3.1 Operate equipment in line with manufacturer recommendations and monitor performance to ensure efficiency and safety of operations. 3.2 Remove and store any recoverable timber. 3.3 Remove and dispose of any debris according to site procedures. 3.4 Renovate tracks, quarries and landings according to rehabilitation plan, work order and site procedures. 3.5 Establish run-off and drainage channels to approximate natural drain lines. 3.6 Revegetate required areas, providing plants with optimal growing conditions. 3.7 Record and report renovation outcomes in line with site procedures.

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:	• estimate quantity or amount of materials required for the rehabilitation

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	• estimate time for sequencing tasks and the total time for the job.
Reading skills to:	• interpret site requirements, environmental information and manufacturer's instructions.
Initiative and enterprise skills to:	• find safe, cost-effective and environmentally friendly methods to perform rehabilitations.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3221B Rehabilitate tracks, quarries and landings

Links

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

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Assessment Requirements for FWPCOT3221 Rehabilitate tracks, quarries and landings

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3221B Rehabilitate tracks, quarries and landings, which was first released with FPI11 Forest and Forest Products Training Package Version 1. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- plan to safely rehabilitate tracks, quarries and landings after harvesting operations that includes inspection of:
  - analysing the current state of the track, quarry or landing
  - identifying natural water flow and water courses
  - checking for recoverable logs and equipment
  - considering the impact of harvesting or transportation.
- and which includes consideration of:
  - ground slope and stability
  - damage to the environment
  - weather conditions
  - access to suitable equipment and other resources
  - safety
  - further damage that may result from renovations
  - waste disposal.
- safely and efficiently use one or more of the following items of equipment and tools appropriate to the task and according to manufacturer’s instructions
  - dozer
  - front-end loader
  - skidder

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    - grader using bucket or blade attachments
- perform rehabilitation tasks that returns the environment to its original or near to original condition
- perform renovation which includes where required:
    - pulling out and removing construction materials
    - breaking up ramps and constructions
    - filling and ripping surfaces
    - breaking up and burying crushed rock, sand and other stabilising materials
    - spreading and compacting top soil over base materials
- establish run-off and drainage channels suitable to the site
- conduct revegetation with plants suited to the location
- manage the problems and risks associated with performing rehabilitation tasks.

Knowledge Evidence

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

- workplace requirements for performing the rehabilitation of tracks, quarries and landings
- environmental protection requirements, including the safe disposal of waste material
- problem identification and resolution strategies, and common fault finding techniques
- tools and equipment used for rehabilitation of tracks, quarries and landings, their suitability for different procedures, and their safe use and maintenance
- mathematical procedures for estimating and measuring tasks, time and resources, including calculating time to complete tasks
- procedures for recording and reporting workplace information
- water run-off patterns, soil types and erosion
- WHS practices including:
    - manual handling, including shifting, lifting and carrying
    - personal protective equipment and clothing
    - elimination of hazardous materials and substances
- plants suitable for revegetation
- techniques for managing environmental risks and hazards, including:
    - uneven and unstable ground
    - overhead and underground services
    - excavations
    - hazardous materials
    - traffic
    - insects and animals
    - fires.

Assessment Conditions

The following resources must be made available:

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- tracks, quarries or landings requiring rehabilitation
- machinery and equipment necessary for the rehabilitation, and manufacturer's instructions for their use
  - dozer
  - front-end loader
  - skidder
  - grader using bucket or blade attachments
- personal protective equipment necessary for the rehabilitation
- workplace documentation

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

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FWPCOT3222 Present forestry information and interpretations programs

Modification History

Release	Comment
1	Replaces equivalent FPICOT3222B Present forestry information and interpretations programs, which was first released with FPI11 Forest and Forest Products Training Package Version 1. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to deliver forestry information and interpretations programs to client groups. The unit also includes the evaluation of program outcomes.

The unit applies to Forestry worker, Arboriculture worker, Farm forestry worker, Nursery worker

Plantation establishment worker, Plantation forest officer, Silviculturist.

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

Harvesting and Haulage

Sawmilling and Processing

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*

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1. Plan information and interpretations programs	1.1 Identify suitable topics or themes and assess against existing programs and organisational priorities. 1.2 Obtain necessary approvals from appropriate personnel and organize resources in line with organisational procedures. 1.3 Develop promotional material in a format suitable for dissemination to target participants in line with program timeframes
2. Conduct information and interpretations programs	2.1 Conduct information and interpretations programs to meet identified objectives that are suitable to the size and nature of target participants 2.2 Address particular needs of participants in the design and delivery of programs 2.3 Use appropriate presentation methods, equipment and materials to enhance participant interest and involvement. 2.4 Identify problems in the presentation and make adaptations where possible.
3. Evaluate presentations	3.1 Monitor program presentation and evaluate in line with organisational procedures. 3.2 Collect feedback and analyse against program objectives. 3.3 Evaluate materials and format and results document in line with organisational procedures. 3.4 Record and report on program processes to the 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.	
Oral communication skills to:	• Build rapport with an audience • Clearly communicate key messages and information

Range of Conditions

Not Applicable

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Unit Mapping Information

FPICOT3222B Present forestry information and interpretations programs

Links

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

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Assessment Requirements for FWPCOT3222 Present forestry information and interpretations programs

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3222B Present forestry information and interpretations programs, which was first released with FPI11 Forest and Forest Products Training Package Version 1. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- identify suitable activities and deliver information and interpretations programs suitable to participant needs and program objectives, that includes one or more of the following activities:
  - seminars
  - talks
  - information in in-house publications
  - exhibitions
  - media releases
  - technology based training
  - marketing and promotional programs
- evaluate and promote information and interpretations programs and introduce improvements where necessary.
- use appropriate communication and interpersonal techniques and methods with colleagues and others
- follow organisational policies and procedures related to presenting forestry information and interpretations programs

Knowledge Evidence

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

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- organisational policies and procedures for presenting forestry information and interpretations programs
- media relations and marketing principles and processes in relation to presenting forestry information and interpretations programs
- determining participant needs and target audience requirements
- appropriate training locations within a workplace
- training and presentation techniques
- methods to engage an audience
- computer-based presentation techniques and tools

Assessment Conditions

The following resources must be made available:

- Work order or similar requirement outlining the type of information or program required to be delivered
- Suitable equipment to develop and present the activity including PC's, materials, audio-visual equipment

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

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FWPCOT3224 Plan and monitor equipment maintenance

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3224B Plan and monitor equipment maintenance, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to establish a routine maintenance plan, and facilitate repairs for equipment.

The unit applies to people working in a broad range of roles across different forest and forest product industry sectors.

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

Harvesting and Haulage

Sawmilling and Processing

Timber Manufactured Products

Timber Merchandising

Wood Panel Products

Timber Truss and Frame Design and Manufacture

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Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Plan routine maintenance	1.1 Review routine servicing requirements of site equipment, and prepare maintenance schedules. 1.2 Determine and organize tools, equipment and material requirements for maintenance work. 1.3 Plan, schedule and communicate maintenance procedures to appropriate personnel. 1.4 Assign roles and responsibilities to personnel who hold required skills and expertise 1.5 Plan maintenance processes in line with site procedures and environmental requirements, and modify in response to changes in equipment, personnel and site condition.
2. Monitor equipment operation	2.1 Conduct work according to work order. 2.2 Check site servicing and maintenance records for completeness and abnormal activity. 2.3 Maintain stock levels of routine service items, and minor repair components, to maximise availability and optimum operational performance of equipment. 2.4 Monitor equipment operation and identify operating faults and frequent or recurring breakdowns. 2.5 Obtain expert advice and specialist assistance when required, according to site procedures. 2.6 Review condition of equipment and ensure and efficient operation.
3. Facilitate equipment repair	3.1 Conduct visual inspection and fault finding procedures. 3.2 Diagnose and report faults, malfunctions or problems with equipment. 3.3 Assess equipment breakdowns and select and organise suitable repairs. 3.4 Organise movement of equipment to suitable repair site. 3.5 Monitor and modify repair procedures as required. 3.6 Periodically review and revise maintenance schedule to maintain operational integrity. 3.7 Deal with equipment that cannot be repaired in line with site procedures, manufacturer recommendations and environmental

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	requirements. 3.8 Complete and maintain accurate records and reports for equipment repair and maintenance

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:	• measure and replace fluids.
Reading skills to:	• read manufacturer's manuals and site procedures
Planning and organising skills to:	• arrange efficient repairs and minimise disruptions.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3224B Plan and monitor equipment maintenance

Links

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

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Assessment Requirements for FWPCOT3224 Plan and monitor equipment maintenance

Modification History

Release	Comment
	Replaces equivalent unit FPICOT3224B Plan and monitor equipment maintenance, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- develop and implement a plan for equipment maintenance that includes
  - equipment maintenance and repair needs
  - current operational conditions
  - current work patterns
  - disposal of contaminants and waste
- perform maintenance procedures including:
  - visual inspections
  - pre-start check
  - shutdown checks
  - removing and replacing parts or components
  - facilitating equipment repairs.
- undertake routine repairs of faulty equipment.

Knowledge Evidence

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

- safe disposal of waste materials from equipment repairs
- safe use and storage of chemicals used for the maintenance and repair of equipment
- protective equipment and safety procedures for working with equipment

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- organisational and site standards, policies and procedures for planning and monitoring equipment maintenance
- problem identification and resolution strategies, including typical breakdown situations and available options for correction
- Assessment of equipment breakdown including:
  - nature
  - cause
  - seriousness
  - likely repair requirements
  - potential for further damage and personal injury
  - availability of alternatives
  - reference to manufacturer's instructions
- tools used for maintenance of equipment and procedures for their safe use and maintenance
- range of site equipment and respective technical capabilities and limitations
- routine maintenance requirements for site equipment
- procedures for recording and reporting workplace information.

Assessment Conditions

The following resources must be made available:

- materials and equipment relevant to the site and work role of the candidate
- manufacturer's instructions for these pieces of equipment
- site policies and procedures for maintaining equipment
- personal protective equipment.

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

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FWPCOT3225 Mechanically stress grade timber

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3225B Mechanically stress grade timber, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to stress grade timber with mechanical stress graders and high speed mechanical graders to test boards for strength and durability against set grades.

The unit applies to those who mechanically stress grade timber in a wood products factory setting and includes operator maintenance.

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

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Timber Manufactured Products

Wood Panel Products

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for stress-grading	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate personal protective equipment and check for

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	operational effectiveness. 1.3 Obtain type and quantity of timber for stress grading from storage location. 1.4 Plan stress-grading process in line with work order.
2. Set up equipment	2.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Complete pre start-up checks on equipment to ensure operational effectiveness. 2.3 Set up spray guns or branding rolls for use in line with work order. 2.4 Complete calibration process using verification boards and set grade thresholds in line with organisational procedures.
3. Stress grade timber	3.1 Complete automatic grading process, monitor and adjust material flow to machine. 3.2 Monitor machinery to ensure consistent grade marking and board appearance in line with industry standards. 3.3 Withdraw samples for independent testing and prepare according to testing procedures.
4. Complete operator maintenance	4.1 Follow organisational safety procedures to lock out equipment. 4.2 Check and clean photo-electric cells and reflectors in line with environmental protection practices. 4.3 Check and refill spray guns or branding rolls. 4.4 Adjust and maintain mechanical stress grade rollers, auto-feed and load pressure in line with manufacturer's recommendations. 4.5 Keep stress-grading area clear of dust and debris in line with organisational safety procedures. 4.6 Record and report production outcomes, equipment faults and maintenance requirements 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.	
Numeracy skills to:	• identify quantities of timber required within work orders and count numbers of timber boards to be graded • calibrate mechanical stress grading equipment to specified grade thresholds.

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Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders where necessary

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' instructions and maintenance recommendations.

Writing skills to:	• complete accurate basic records for production outcomes, equipment faults and maintenance requirements.
Planning and organising skills to:	• logically sequence the stages of preparation and stress grading work using work order to guide activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3225B Mechanically stress grade timber

Links

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

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Assessment Requirements for FWPCOT3225 Mechanically stress grade timber

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3225B Mechanically stress grade timber, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- operate a mechanical stress grading machine, in line with work orders, to grade the following types of timber boards:
- native timber species
- imported timber species
- dressed timber
- in-the-rough timber
- preservative treated timber
- complete operator maintenance on the mechanical stress grading equipment.

Knowledge Evidence

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

- typical flow of material supply in and out of the grading area
- typical work flow processes and techniques used to mechanically stress grade timber
- range of industry standard strength grades and thresholds and applicable terminology
- markings used on timber boards to identify grades
- reason for independent testing of boards and processes for sampling and preparing boards for testing
- purpose, features and operation of equipment used to mechanically stress grade timber:

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  - mechanical stress-graders or high speed mechanical graders
  - spray guns
  - branding rolls
  - verification boards
- methods used to:
  - calibrate equipment to grades using verification boards
  - clean and maintain mechanical stress grading equipment
- organisational procedures specific to mechanically stress grading timber:
  - workplace health and safety with particular emphasis on equipment lock out, use of personal protective equipment and handling hazardous substances
  - communication reporting lines
  - recording and reporting production outcomes, equipment faults and maintenance requirements
- environmental protection practices for forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of hazardous substances.
  -

Assessment Conditions

The following resources must be made available:

- mechanical stress-graders or high speed mechanical graders
- spray guns
- branding rolls
- maintenance tools and equipment for mechanical stress graders
- verification boards
- consumable dye
- personal protective equipment suitable for mechanically stress grading timber
- a diverse range of commercial timber:
  - native timber species
  - imported timber species
  - dressed timber
  - in-the-rough timber
  - preservative treated timber
- manufacturers' instructions for use and maintenance of equipment
- work order with specific instructions for types and quantities of timber to be graded
- template documents for recording production outcomes, equipment faults and maintenance requirements

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

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FWPCOT3227 Receive and measure logs

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3227B Receive and measure logs, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to receive deliveries of logs, measure logs for length and diameter, estimate and calculate log weight and volume, weigh and direct trucks and complete delivery documentation.Work is completed in a forest products factory setting.

The unit applies to Sawmill Worker, Production Technician.

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 describe the essential outcomes.	*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.*
1. Estimate log weights and volumes	1.1 Select appropriate personal protective equipment and check for operational effectiveness. 1.2 Identify potential and existing hazards and control risks associated with receiving, measuring and weighing logs. 1.3 Measure length and average diameter of logs. 1.4 Calculate estimated log weights and volumes in line with

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	organisational formulas.
2. Check, estimate and record loads	2.1 Stop trucks delivering loads, and check delivery documents. 2.2 Check that load height and stability meet site requirements. 2.3 Inspect type and quantity of logs; assess suitability of size, species and quality for acceptable receipt. 2.4 Calculate and record weight and volume of each log. 2.5 Record delivery documentation and equipment faults in line with organisational procedures.
3. Weigh trucks	3.1 Identify truck gross weight using weighbridge in line with organisational safety procedures. 3.2 Obtain truck tare weight from existing records or note need for weighing. 3.3 Identify truck tare weight on departure using weighbridge in line with organisational safety procedures. 3.4 Calculate and record nett weight of logs and type delivered in line with organisational procedures.
4. Direct trucks for unloading	4.1 Notify log yard personnel of delivery and unloading requirements. 4.2 Direct trucks clearly and accurately to unloading area in line with log classification. 4.3 Monitor and coordinate on-site truck movements, ensuring a safe operating environment.

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:	• complete complex calculations of:
	  • log lengths and averages
	  • estimated log weights and volumes using assistive formulas
	  • gross, tare and nett weights
	  • heights of loaded vehicles
	• read weight gauges on weighbridges
	• record numerical data involving times, weights and dimensions.

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Oral communication skills to:	• provide clear, unambiguous directions to truck drivers.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • delivery documentation.

Writing skills to:	• complete basic accurate records of delivery details and equipment faults.
Planning and organising skills to:	• coordinate safe on-site movement of multiple trucks.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3227B Receive and measure logs

Links

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

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Assessment Requirements for FWPCOT3227 Receive and measure logs

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3227B Receive and measure logs, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to receiving and measuring logs
- receive and measure logs
- convey material to loading areas
- weigh truck to ensure they follow and meet regulations
- estimate and calculate log weights and volumes

Knowledge Evidence

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

- purpose, features and operation of electronic measuring equipment and weighbridges
- site capacity and compliance requirements for vehicle load height, stability and weight
- overall site layout and layout of log unloading areas
- typical workplace hazards present when measuring logs and weighing loads; and during on-site truck movement and methods of minimising risks
- methods used to estimate log weights and volumes using formulas and data tables
- key features of these varying signal systems used for directing trucks:
  - hand signals
  - whistles
  - loud speaker announcements

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- format, content and use of delivery documentation:
  - weighbridge dockets
  - tally sheets
  - load manifests
  - delivery records
- organisational policies and procedures specific to receiving and measuring logs:
  - workplace health and safety with particular emphasis on use of personal protective equipment and identifying hazards and controlling associated risks
  - communication reporting lines
  - recording and reporting delivery details.

Assessment Conditions

The following resources must be made available:

- measuring tapes or electronic measuring equipment
- weighbridge
- personal protective equipment suitable for receiving and measuring logs
- formulas and data tables used to estimate and calculate weights and volumes
- template documents:
  - weighbridge dockets
  - tally sheets
  - load manifests
  - delivery records.
- organisational policies and procedures for receiving and measuring logs.

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

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FWPCOT3230 Operate automated stacking equipment

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 1	This version replaces equivalent unit FPICOT3230B Operate automated stacking equipment, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the skills and knowledge required to use automatic or semi-automatic equipment to stack, monitor, strap and record packs of timber or timber products in preparation for despatch.

The unit applies individuals who operate automatic timber stacking equipment in a timber manufacturing facility. Operators generally work under broad or limited direction to complete routine activities related to their own work and take responsibility for their work.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Timber Manufactured Products

Elements and Performance Criteria

Elements	Performance Criteria

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for stacking packs of timber or timber products	1.1 Review work order, workplace health and safety requirements, environmental protection practices and emergency procedures for timber stacking operation and, where required, check with appropriate personnel 1.2 Identify and report hazards and use personal protective equipment according to workplace requirements and health and safety legislative requirements to maintain safe work practices 1.3 Obtain the type and quantity of timber products to be stacked from a storage location
2. Stack, wrap and strap packs of timber or timber products	2.1 Set up stacking machine to produce specified timber pack sizes according to work order 2.2 Build timber packs using products of a consistent type, size and thickness 2.3 Check bearers and protective strips for consistent thickness and damage 2.4 Place specified bearers, spacing sticks and protective strips squarely, evenly and consistently 2.5 Monitor stacked timber or timber products for grade and quality, and reprocess or dispose of unacceptable components 2.6 Stack timber packs to a correct material count or dimension, and check the safety of stacking 2.7 Strap, wrap and label timber packs according to workplace procedures 2.8 Avoid wastage of strapping and packaging materials, and maximise use of recycled materials
3. Complete operator maintenance	3.1 Lock out stacking equipment according to workplace health and safety procedures 3.2 Check, maintain and clean automatic stacking machine mechanism 3.3 Keep machine area clear of dust and debris according to workplace health and safety procedures 3.4 Record and report production outcomes and equipment faults to appropriate personnel

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Numeracy	• Identify quantities of required material within work orders, and count numbers to be stacked, wrapped and packed
Navigate the world of work	• Understand main tasks, responsibilities and boundaries of own role
Interact with others	• Use modes of communication suitable for the the purpose to confirm and clarify understanding
Get the work done	• Recognise and respond to routine problems

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPCOT3230 Operate automated stacking equipment Release 2	FWPCOT3230 Operate automated stacking equipment Release 1	Updated workplace health and safety requirements and foundation skills; clarified the intent of unit and assessment requirements.	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPCOT3230 Operate automated stacking equipment

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 1	This version replaces equivalent unit FPICOT3230B Operate automated stacking equipment, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that, on at least one occasion, the individual has:

- stacked and built timber or timber products packs using an automatic stacking machine according to a work order prescribing different types, dimensions and numbers of materials to be packed
- applied protective strips to timber packs
- applied wrapping to timber packs to prevent water penetration during storage and transportation
- strapped timber packs
- labelled timber packs ready for storage or transportation
- completed operator maintenance on the automatic stacking machine.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- health and safety hazards or risks related to operating automatic or semi-automatic equipment for stacking packs of timber or timber products as identified through risk assessments, manufacturer technical information, regulations and industry health and safety guides
- workplace procedures specific to operating automatic or semi-automatic timber stacking machines:

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  - health and safety, with particular emphasis on equipment lockout and the use of personal protective equipment (PPE)
  - use of automatic or semi-automatic timber stacking equipment
  - communication reporting lines
  - recording and reporting production outcomes and equipment faults
  - labelling products for identification
- environmental protection practices for stacking and binding timber or timber products:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing timber and other waste
- range of industry standard lengths, cross-sections, appearance grades, markings for timber and timber products and applicable terminology
- purpose, features and operation of automatic or semi-automatic stacking machines
- typical workflow processes used to build, wrap and strap timber packs automatically
- requirements for quality and dimensions of bearers.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace or a productive environment that accurately reflects performance in a workplace
- resources, equipment and materials:
  - automatic or semi-automatic stacking machines
  - PPE suitable for operating automatic stacking machines
  - commercial quantities of timber, including timber products to be packed, stacked, wrapped and strapped
  - consumable strapping, packaging and labelling materials
- specifications:
  - work order with specific instructions for automatically stacking material
  - workplace procedures for operating automatic stacking machines, including health and safety and emergency procedures and environmental protection procedures
  - template documents for recording production outcomes and equipment faults.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPCOT3231 Operate steam boiler

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3231B Operate steam boiler, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to start up, operate and store a steam-generating boiler.

The unit applies to steam boiler operators in a timber processing plant setting and includes shutting down and cleaning equipment.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states & territories at the time of publication and may differ according to jurisdiction.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Timber Manufactured Products

Wood Panel and Board Production

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for operation	1.1 Review operational order and where required check with appropriate personnel. 1.2 Select appropriate personal protective equipment and check for operational effectiveness.

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	1.3 Identify and set quantity of steam to be generated for allocated process. 1.4 Plan steam generation in line with work order.
2. Operate and monitor boiler	2.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Complete pre-operational safety and pre start-up checks to ensure operational effectiveness. 2.3 Start boiler and bring safely on line; communicate recent performance to appropriate personnel. 2.4 Assess continued operation of boiler against pre-operational checks, maintenance requirements and operating conditions. 2.5 Monitor boiler operation, diagnose status and adjust to maintain safe and efficient operation. 2.6 Store and record boiler house chemicals, in line with safety procedures and environmental protection practices. 2.7 Follow emergency shutdown procedures in cases of fire. 2.8 Complete operating log, record fuel efficiency and report to appropriate personnel.
3. Shut down and store boiler	3.1 Follow organisational safety procedures to shut down equipment. 3.2 Prepare boiler for inspection process; remove valves and fittings in line with organisational safety procedures. 3.3 Clean boiler externally and internally if appropriate in line with environmental protection practices. 3.4 Select storage mode and store boiler in line with organisational safety procedures. 3.5 Record and report and equipment faults and maintenance requirements 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.	
Numeracy skills to:	• read basic numerical machine settings and select according to operational requirements • record numerical data involving fuel efficiency • calculate approximate heating requirements and volumes of steam

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	• measure and record chemical usage
Oral communication skills to:	• ask questions and actively listen to clarify contents of operational orders.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures including Material Safety Data Sheets
	  • operational orders
	  • manufacturers' instructions and maintenance recommendations.

Writing skills to:	• complete accurate basic records for boiler operations, equipment faults and maintenance requirements.
Planning and organising skills to:	• efficiently and logically sequence the stages of bolier start up, shut down and cleaning using work order to guide activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3231B Operate steam boiler

Links

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

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Assessment Requirements for FWPCOT3231 Operate steam boiler

Modification History

Release	Comment
	Replaces equivalent unit FPICOT3231B Operate steam boiler, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:
- follow organisational policies and procedures relevant to operating a steam boiler
- start, operate, monitor and shut down a steam boiler in line with statutory requirements and standard operating procedures
- prepare boiler for annual inspection
- complete operating and maintenance logs

Knowledge Evidence

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

- environmental protection practices for boiler operations:
  - cleaning plant, tools and equipment
  - disposing of hazardous substances
- characteristics and dangers of steam
- purpose, features and operation of :
  - steam-generating boilers, including liquid or vapour restricted to water or steam
  - fuel and fuel supply system
- processes for boiler startup, shutdown, cleaning and storage
- range of data used to evaluate boiler performance:

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  - steam levels
  - pressure levels
  - energy generation levels
  - heat build-up
  - system overload information
  - test outcomes for water quality and chemicals
  - past performance records
- methods used to:
  - remove valves and fittings
  - clean boilers internally and externally
  - safely handle and store boiler house chemicals
- organisational procedures specific to operating steam boilers:
  - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
  - communication reporting lines
  - recording and reporting operating logs, fuel efficiency records, equipment faults and maintenance requirements.

Assessment Conditions

The following resources must be made available:

- steam-generating boilers, including liquid or vapour restricted to water or steam
- fuel and fuel supply system
- boiler house chemicals and labels
- personal protective equipment suitable for operating steam boilers
- manufacturers' instructions for use and maintenance of equipment
- operational order with specific instructions for required steam generation levels and quantities and operating times
- template documents:
  - operating logs
  - fuel efficiency records
  - records of equipment faults and maintenance requirements
- organisational procedures for operating steam boilers.

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

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

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FWPCOT3232 Operate heat plant

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3232B Operate heat plant, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to start up, operate and store an energy producing heat plant.

The unit applies to heat plant operators in a timber processing plant setting and includes shutting down and cleaning equipment.

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

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Timber Manufactured Products

Wood Panel and Board Production

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for operation	1.1 Review operational order and where required check with appropriate personnel. 1.2 Select appropriate personal protective equipment and check for operational effectiveness.

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	1.3 Identify and set quantity of energy to be generated for allocated process. 1.4 Plan heat generation in line with work order.
2. Operate and monitor heat plant	2.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Complete pre-operational safety and pre start-up checks to ensure operational effectiveness. 2.3 Start plant and bring safely on line; communicate recent performance to appropriate personnel. 2.4 Assess continued operation of heat plant against pre-operational checks, maintenance requirements and operating conditions. 2.5 Monitor heat plant operation, diagnose status and adjust to maintain safe and efficient operation. 2.6 Follow emergency shutdown procedures in cases of fire. 2.7 Complete operating log, record fuel efficiency and report to appropriate personnel.
3. Shut down and store heat plant	3.1 Follow organisational safety procedures to shut down equipment. 3.2 Remove or replace valves and fittings in line with organisational safety procedures if required 3.3 Maintain cleanliness of heat plant and plant room in line with environmental protection practices 3.4 Select storage mode and store heat plant in line with organisational safety procedures. 3.5 Record and report and equipment faults and maintenance requirements 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.	
Numeracy skills to:	• read basic numerical machine settings and select according to operational requirements • record numerical data involving fuel efficiency.
Oral communication skills to:	• ask questions and actively listen to clarify contents of operational orders.
Reading skills to:	• interpret: • workplace health and safety and other organisational

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	procedures • operational orders • manufacturers' instructions and maintenance recommendations.
Writing skills to:	• complete accurate basic records for heat plant operations, equipment faults and maintenance requirements.
Planning and organising skills to:	• efficiently and logically sequence the stages of heat plant start up, shut down and cleaning using work order to guide activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3232B Operate heat plant

Links

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

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Assessment Requirements for FWPCOT3232 Operate heat plant

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3232B Operate heat plant, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- operate a heat plant, in line with operating orders for each period prescribing different energy generation requirements
- after the above jobs:
  - complete operating logs and fuel efficiency records
  - maintain cleanliness of plant and plant room.

Knowledge Evidence

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

  - environmental protection practices for heat plant operations:
  - cleaning plant, tools and equipment
  - disposing of hazardous substances
- characteristics and dangers of heat and energy generated by heat plants
- purpose, features and operation of energy generating heat plants
- processes for heat plant startup, shutdown, cleaning and storage
- range of data used to evaluate heat plant performance:
  - heat levels
  - pressure levels
  - energy generation levels
  - heat build-up

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    - system overload information
    - monitor fuel usage
    - past performance records
- methods used to:
    - remove valves and fittings
    - clean plant and plant room
- organisational procedures specific to operating heat plants:
    - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
    - communication reporting lines
    - recording and reporting operating logs, fuel efficiency records, equipment faults and maintenance requirements.

Assessment Conditions

The following resources must be made available:

- energy generating heat plant
- personal protective equipment suitable for operating heat plants
- manufacturers' instructions for use and maintenance of equipment
- operational order with specific instructions for required heat generation levels and quantities and operating times
- template documents:
    - operating logs
    - fuel efficiency records
- records of equipment faults and maintenance requirements
- organisational procedures for operating heat plants.

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

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FWPCOT3233 Sharpen and align blades and knives

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3233B Sharpen and align blades and knives, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to sharpen and align straight and angled blades and knives for a variety of machines that use either babbitting or set screw processes for positioning blades and knives in disc chippers, canters, chipping heads and/or reducers. Work is completed in a forest products factory setting.

The unit applies to Sawdoctor, Saw Repairer.

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 describe the essential outcomes.	*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.*
1. Prepare blades and knives for sharpening	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate repair, maintenance and personal protective equipment and check for operational effectiveness. 1.3 Plan sharpening and aligning process in line with work order.

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2. Assess condition and set up blade and knife assemblies	2.1 Follow organisational safety procedures and manufacturer's recommendations throughout all repair and maintenance processes. 2.2 Remove blade or knife for sharpening from designated machinery. 2.3 Assess cutting performance of blade or knife to determine sharpening requirements. 2.4 Assess condition of knife holder, jig and chuck and correct defects. 2.5 Clean and secure knife holder to chuck in line with organisational procedures. 2.6 Select jig type and setting for required blade or knife setup.
3. Set up equipment	3.1 Clean blades or knives of excess build-up, inspect babbitts for defects and replace where unserviceable. 3.2 Select angle for sharpening blade to suit its use in specified equipment. 3.3 Set up grinder with suitable attachment for holding knife or blade and examine and dress grinding wheel. 3.4 Select grinding wheel speed and feeds to suit blade or knife, grinding wheel material and configuration.
4. Operate grinder to sharpen blades and knives	4.1 Feed grinding wheel across and into cutting edge to sharpen blade to geometric requirements without defects or burns. 4.2 Monitor grinder for operational effectiveness and apply coolant as required. 4.3 Inspect blade or knife after sharpening for accuracy and hone remaining burrs to obtain sharp cutting edge. 4.4 Dispose of unserviceable and damaged blades and knives in line with environmental protection practices.
5. Align blades and knives	5.1 Inspect babbitts to assess reconditioning requirements. 5.2 Heat babbitt material to required pouring temperature. 5.3 Set up blade or knife in pouring jig to required dimensions. 5.4 Pour babbitt without to minimise material waste and avoid cavities and shrinkage. 5.5 Cool assembly and remove excess material to allow correct positioning in machinery. 5.6 Inspect set screws and replace bent or broken screws. 5.7 Adjust set screws to position knife or blade at correct depth and lock into position to avoid knife or blade movement.

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	5.8 Record and report processing problems and equipment faults 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.	
Numeracy skills to:	• read basic grinding wheel settings; set and adjust speeds to suit blade and knife requirements • complete precise calculations involving measurement of angles, depth and temperature to specifications.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' maintenance recommendations.

Writing skills to:	• complete basic accurate records for processing problems and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and repair work using work order to guide activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3233B Sharpen and align blades and knives

Links

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

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Assessment Requirements for FWPCOT3233 Sharpen and align blades and knives

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3233B Sharpen and align blades and knives, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to sharpening and aligning blades and knives
- remove and replace babbits and set screws in line with standard operating procedures and machine settings
- pour babbits to site procedures and finishing standard

Knowledge Evidence

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

- purpose, features and operation of equipment for which blades and knives are sharpened
- blade and knife properties, at a basic level of understanding:
  - metal from which blades and knives are made
  - tensile strength
  - geometry
- features of typical blade and knife defects:
  - burrs
  - burns
  - chips
  - splits

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    - dents
- purpose, features and operation of tools and equipment used to sharpen blades and knives:
    - grinding machines
    - grinding machine attachments
    - abrasive grinding wheels
    - babbitt making equipment
- methods for:
    - removing blades and knives from machinery
    - assessing blade and knife condition
    - selecting appropriate grinding wheels; diameter and material
    - cleaning blades and knives
    - sharpening blades and knives to specified requirements
    - reconditioning babbitts
    - aligning blades and knives to specified requirements
- angles at which blades and knives are sharpened
- range of speeds at which abrasive wheels can be operated without damaging blades and knives
- organisational procedures specific to sharpening and aligning blades and knives:
    - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
    - communication reporting lines
    - recording and reporting processing problems and equipment faults
- environmental protection practices for repairing and maintaining tools and equipment in forest products factory settings:
    - reducing water and energy use
    - cleaning plant, tools and equipment
    - disposing of, recycling and reusing materials

Assessment Conditions

The following resources must be made available:

- tools and equipment used to sharpen and align blades and knives:
    - grinding machines
    - grinding machine attachments
    - abrasive grinding wheels in a variety of diameters
    - babbitt making equipment
- machinery for which which blades and knives are to be sharpened
- blades and knives for sharpening including one or more of the following:
    - chipper and canter or reducer knives
    - planer and thicknesser blades
    - spindle moulder knives

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  - guillotine blades
  - other blades and knives that can be sharpened through a parallel grinding process
- consumable coolant and screws
- personal protective equipment suitable for sharpening and aligning blades and knives
- manufacturers' instructions for use, repair and maintenance of equipment
- work order for repair and maintenance activities with specific instructions for sharpening and aligning blades and knives in specified equipment
- template documents for recording processing problems and equipment faults
- organisational policies and procedures for sharpening and aligning blades and knives.

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

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FWPCOT3234 Cut material using CNC sizing machines

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 1	This version replaces equivalent FPICOT3234B Cut material using CNC sizing machines, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the skills and knowledge required to set up and operate computer numerical control (CNC) sizing machines to achieve accurate dimensional cuts of engineered wood products and timber components in a manufacturing facility. Work also involves operator maintenance.

The unit applies to individuals who work as production workers, engineered timber products technicians, machine operators or timber fabricators. Operators generally work under broad or limited direction to complete routine activities related to their own work, and take responsibility for their work.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Common Technical

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Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for cutting engineered wood product or timber	1.1 Review work order, specifications, workplace health and safety requirements, environmental protection practices and emergency procedures for CNC cutting operations and, where required, check with appropriate personnel 1.2 Identify and report hazards and use personal protective equipment according to workplace requirements and health and safety legislation to maintain safe work practices 1.3 Obtain the type and quantity of material to be cut from a storage location
2. Set up the CNC sizing machine	2.1 Set CNC optimising program to meet work specifications 2.2 Check the CNC cutting machine mechanisms, emergency stops, gauges, guards and controls for safe and effective operation 2.3 Adjust the CNC cutting machine settings according to work specifications 2.4 Complete trial run to check system and machine operation for accuracy, quality and dimensions of finished work 2.5 Accept or reject trialled material and dispose of according to environmental protection practices 2.6 Complete final adjustments to CNC optimising program, cutting tools and equipment
3. Operate the CNC sizing machine	3.1 Use the CNC sizing machine, cutting tools and equipment according to workplace health and safety procedures, manufacturer instructions, operating capacity and purpose and environmental protection practices 3.2 Feed engineered wood product or timber into the CNC machine, operate cutting tools according to tooling requirements and regularly monitor to minimise waste and ensure correct dimensions are produced 3.3 Repair or dispose of incorrect cuts, off-cuts and material with defects according to environmental protection practices 3.4 Identify routine processing problems and resolve or report to appropriate personnel
4. Complete operator maintenance	4.1 Lock out the CNC sizing machine according to workplace health and safety procedures

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	4.2 Check blades for bluntness or damage 4.3 Remove and replace blades according to manufacturer recommendations 4.4 Dispose of used blades according to environmental protection practices 4.5 Keep machine clear of dust and debris according to organisational safety procedures 4.6 Record and report production outcomes, machine and equipment faults and maintenance requirements to appropriate personnel

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Numeracy	• Identify quantities of required material within work orders, and count numbers to be cut • Set numerical data on CNC optimising program according to sizing specifications • Calculate the feed rate to optimise quality and quantity of production output • Measure finished dimensions against specifications and allowable tolerances
Navigate the world of work	• Understand main tasks, responsibilities and boundaries of own role
Interact with others	• Use modes of communication suitable for the purpose to confirm and clarify understanding
Get the work done	• Recognise and respond to routine problems

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPCOT3234 Cut material using CNC sizing machines Release 2	FWPCOT3234 Cut material using CNC sizing machines Release 1	Updated workplace health and safety requirements and foundation skills; and clarified intent of unit and assessment requirements.	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPCOT3234 Cut material using CNC sizing machines

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 1	This version replaces equivalent FPICOT3234B Cut material using CNC sizing machines, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit. There must be evidence that, on at least one occasion, the individual has:

- followed organisational workplace health and safety requirements and environmental protection procedures for cutting engineered wood product or timber using one or both of the following types of computer numerical control (CNC) sizing machines:
  - CNC beam saw
  - CNC double end profiling machine
- set computer programs for the CNC sizing machines according to work specifications
- cut one or more of the following types of engineered wood product or timber using the CNC sizing machines according to work specifications, manufacturer recommendations and within prescribed organisational tolerances:
  - glued laminated beams (glulam)
  - cross-laminated timber (CLT)
  - laminated veneer
  - chipboard
  - medium density fibreboard
  - dressed timber
  - preservative treated timber
- conducted operator maintenance on the CNC sizing machines,cutting tools and equipment.

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Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- health and safety hazards or risks related to operating CNC sizing machines for cutting engineered wood products or timber as identified through risk assessments, manufacturer technical information, regulations and industry health and safety guides
- workplace policies and procedures specific to cutting material using CNC sizing machines:
  - health and safety, with particular emphasis on equipment lockout and the use of personal protective equipment (PPE)
  - use of CNC sizing machines, cutting tools and equipment
  - communication reporting lines
  - recording and reporting production outcomes, machine and equipment faults and maintenance requirements
- environmental protection practices for manufacturing facilities:
  - reducing water and energy use
  - cleaning plant, cutting tools and equipment
  - disposing of, recycling and reusing timber and other waste
- range of cutting patterns used with CNC sizing machines to achieve accurate dimensions and quality of the finished product
- characteristics of timber, timber products and timber defects
- system functions and capabilities of CNC software for sizing machines, including cutting patterns and sequences
- purpose, features and operation of CNC sizing machines:
  - CNC beam saws
  - CNC double end profiling machines
- methods for assessing saw blade condition.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - one or both types of CNC sizing machines
  - computer program for sizing machines
  - maintenance tools for CNC sizing operations
  - saw blades suitable for CNC sizing machines
  - PPE suitable for cutting material using CNC sizing machines

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  - engineered wood product or timber suitable for cutting operations using CNC sizing machines
  - CNC program suitable for the cutting operations
- specifications:
  - manufacturer instructions for use and maintenance of equipment
  - work order with specific instructions for cutting material using CNC sizing machines
  - workplace policies and procedures for cutting material using CNC sizing machines, including health and safety and emergency procedures and environmental protection procedures
  - template documents for recording production outcomes, equipment faults and maintenance requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPCOT3235 Machine material using CNC machining and processing centres

Modification History

Release	Comments
Release 3	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to set up, operate and maintain computer numerical control (CNC) machining and processing centres used to process and cut holes in engineered wood products and timber components in a manufacturing facility. Work also involves operator maintenance.

The unit applies to individuals who work as production workers, timber fabricators and engineered timber products technicians. Operators generally work under broad or limited direction to complete routine activities related to their own work, and take responsibility for their work.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Common Technical

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Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for machining engineered wood products or timber	1.1 Review work order, machining specifications, workplace health and safety requirements, environmental protection practices and emergency procedures for CNC machining operation and, where required, check with appropriate personnel 1.2 Identify and report hazards and use personal protective equipment according to workplace requirements and health and safety legislation to maintain safe work practices 1.3 Obtain the type and quantity of material for machining from a storage location
2. Set up the CNC machine	2.1 Set CNC program to meet work specifications 2.2 Check the CNC machine mechanisms, cutting tools, jigs, emergency stops, gauges, guards and controls for safe and effective operation 2.3 Adjust the CNC machine settings according to work specifications 2.4 Complete trial run to check system and machine operation for accuracy, quality and dimensions of finished work 2.5 Accept or reject trialled material and dispose of according to environmental protection practices 2.6 Complete final adjustments to the CNC program, cutting tools and equipment
3. Operate the CNC machine	3.1 Use the CNC machine, cutting tools and equipment according to organisational safety procedures, manufacturer instructions, operational capacity and purpose and environmental protection practices 3.2 Feed engineered wood product or timber into the CNC machine, operate cutting tools according to tooling requirements and regularly monitor to minimise waste and ensure correct dimensions are produced 3.3 Repair or dispose of incorrect cuts, off-cuts and material with defects according to environmental protection practices 3.4 Identify routine processing problems and resolve or report to appropriate personnel
4. Complete operator maintenance	4.1 Lock out the CNC machine according to workplace health and safety procedures

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	4.2 Check cutting tools for bluntness or damage 4.3 Remove and replace cutting tools according to manufacturer recommendations 4.4 Dispose of used cutting tools according to environmental protection practices 4.5 Keep machining area clear of dust and debris according to organisational safety procedures 4.6 Record and report production outcomes, machine and equipment faults and maintenance requirements to appropriate personnel

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Numeracy	• Identify quantities of required material within work plans, and count numbers to be machined • Set numerical data on CNC program according to machining specifications • Calculate the feed rate to optimise quality and quantity of production output • Measure finished dimensions against specifications and appropriate tolerances
Navigate the world of work	• Understand main tasks, responsibilities and boundaries of own role
Interact with others	• Use modes of communication suitable for the purpose to confirm and clarify understanding
Get the work done	• Recognise and respond to routine problems

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPCOT3235 Machine material using CNC machining and processing centres Release 3	FWPCOT3235 Machine material using CNC machining and processing centres Release 2	Updated workplace health and safety requirements and foundation skills; clarified the intent of the unit and assessment requirements.	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPCOT3235 Machine material using CNC machining and processing centres

Modification History

Release	Comments
Release 3	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit. There must be evidence that, on at least one occasion, the individual has:

- followed workplace health and safety requirements and environmental protection procedures for processing engineered wood product or timber using one or more of the following types of computer numerical control (CNC) machining and processing centres:
  - CNC three-axis machining centres
  - CNC multi-tasking machining centres
  - CNC flat-bed routers and mortisers
- set computer programs for the CNC machining and processing centres according to work specifications
- machined one or more of the following types of engineered wood products or timber using the CNC machining and processing centres according to work specifications, manufacturer recommendations and within prescribed tolerances:
- glued laminated timber (glulam)
- cross-laminated timber (CLT)
- laminated veneer
- chipboard
- medium density fibreboard
- dressed timber
- preservative treated timber
- conducted operator maintenance on the CNC machining and processing centres, cutting tools and equipment.

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Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- health and safety hazards or risks related to operating a CNC machine and processing centre for engineered wood products and timber as identified through risk assessments, manufacturer technical information, regulations and industry health and safety guides
- workplace policies and procedures specific to machining engineered wood products and timber using CNC machine and processing centres:
  - health and safety, with particular emphasis on equipment lockout and the use of personal protective equipment (PPE)
  - use of CNC machines, cutting tools and equipment
  - communication reporting lines
  - recording and reporting production outcomes, machine and equipment faults and maintenance requirements
- environmental protection practices for timber manufacturing facilities:
  - reducing water and energy use
  - cleaning plant, cutting tools and equipment
  - disposing of, recycling and reusing timber and other waste
- range of cutting patterns used with CNC machining and processing centres to achieve accurate dimensions and quality of finished work
- system functions and capabilities of CNC software for machining and processing centres
- purpose, features and operation of CNC machining and processing centres and equipment used to machine engineered wood products and timber:
  - three-axis machining centres
  - multi-tasking machining centres
  - flat-bed routers and mortisers
  - dust extraction equipment
  - jigs and shaped templates for routing
- timber characteristics, timber products and timber defects
- methods for assessing cutting tools condition.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - one or more types of CNC machining and processing centres
  - dust extraction equipment
  - jigs and shaped templates for routing

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  - maintenance tools for boring, routing and mortising operations
  - cutting tools suitable for machining operations including cutter, router, boring, drilling and mortising bits
  - PPE suitable for machining material using CNC machining and processing centres
  - engineered wood product or timber suitable for machining operations using CNC machining and processing centres
  - CNC program suitable for the machining operations
- specifications:
  - manufacturer instructions for use and maintenance of equipment
  - work order with specific instructions for machining material using CNC machining and processing centres
  - workplace policies and procedures for machining material using CNC machining and processing centres, including health and safety and emergency procedures and environmental protection procedures
  - template documents for recording production outcomes, equipment faults and maintenance requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPCOT3236 Coordinate stock control procedures

Modification History

Release	Comment
1	Replaces superseded equivalent FPICOT3236B Coordinate stock control procedures, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to coordinate and review stock line operations, stock inventory levels, and stock security: to identify and rectify problems, and to implement ongoing solutions for smooth receipt and dispatch of products. Work is completed in a forest products factory setting.

The unit applies to Customer Service/ Sales Assistant, Customer Service Officer, Timber Advisor.

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 describe the essential outcomes.	*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.*
1. Monitor stock control	1.1 Delegate product group recording to appropriate personnel. 1.2 Monitor stock levels and maintain at optimum level in line with organisational procedures. 1.3 Monitor stock re-order cycles and adjust to maintain consistent

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	supply. 1.4 Analyse management inventory reports and where required take corrective action. 1.5 Notify buyers of stock levels in line with organisational procedures.
2. Monitor receipt and despatch of products	2.1 Delegate receipt and despatch of products to appropriate personnel. 2.2 Ensure staff compliance with receipt and despatch procedures including documentation processes. 2.3 Coordinate distribution of products within organisation in line with organisational procedures. 2.4 Ensure incoming products and those for despatch are securely stored in designated location. 2.5 Report anomalies in quantity or quality of received products. 2.6 Inspect, assess and report stock damage and losses, against loss forecasts, and investigate unacceptable cases. 2.7 Provide advice to management on appropriate way of dealing with damaged stock.
3. Monitor and maintain site security policies	3.1 Monitor effectiveness of site security procedures and provide feedback to management. 3.2 Advise staff of security procedures for stores and ensure compliance. 3.3 Advise management of requirements for security policy development and training.

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:	• interpret complex numerical data within inventory reports • calculate accurate details of stock on hand, stock losses and produce sometimes complex numerically based reports.
Oral communication skills to:	• make accurate verbal reports on stock losses and quality issues.

Reading skills to:	• interpret:
	  • familiar and detailed organisational policies and procedures for stock control and store security
	  • basic order and despatch documentation.

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Writing skills to:	• complete and maintain accurate comprehensive stock control records • develop stock loss reports including advice on how to minimise damage and loss.
Planning and organising skills to:	• source, collect and organise information to maintain stock levels to organisational requirements • efficiently and logically manage operational logistics for stock control activities.
Problem-solving skills to:	• investigate, resolve and report stock losses and discrepancies.
Technology skills to:	• use a computer, keyboard and the system capabilities and functions of a stock control system.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3236B Coordinate stock control procedures

Links

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

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Assessment Requirements for FWPCOT3236 Coordinate stock control procedures

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3236B Coordinate stock control procedures, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to co-ordinating stock control procedures
- co-ordinate stock control procedures for a work site, including coordinating staff and inventory
- implement site security procedures for the control of stock

Knowledge Evidence

Knowledge evidence

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

- role boundaries and responsibilities of self, other stock control personnel and buyers for maintaining stock
- typical product groups for forest product factories
- principles of stock control:
  - rotation and replenishment
  - product life cycle and maximising the use of all stock
  - financial implications of stock level control
- typical stock control processes:
  - recording incoming stock

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  - recording and reporting discrepancies and quality deficiencies
  - recording stock levels
  - monitoring and maintaining quality of stock
  - monitoring and maintaining stock at optimum levels
  - maintaining security of stock
  - waste handling, sorting, disposal and recycling
- organisational stock reorder cycles
- internal distribution processes
- reasons for stock loss and damage and methods to control these
- layout of stores area in forest products factories
- environmental storage requirements to maintain materials in optimum condition
- methods to categorise and label stock materials
- format, content and use of stock control documents and reports
- features, functions and system capabilities of stock control software.
- organisational policies and procedures specific to stock control, store and site security.
-

Assessment Conditions

The following resources must be made available:

- computers, keyboards and printers
- industry current software programs used to control stock
- template stock control documents:
  - receipt and despatch orders
  - inventory reports
  - stock level reports
  - stock loss reports
  - quality deficiency reports
- organisational policies and procedures for stock control, store and site security.

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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FWPCOT3237 Produce templates

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3237B Produce templates, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to produce templates which assist with the operation of static machines and computer numerically controlled (CNC) equipment used to produce shaped, tapered or moulded products. Work is completed in a forest products factory setting.

The unit applies to Timber Products Technician, Machine Operator.

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 describe the essential outcomes.	*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.*
1. Plan template production	1.1 Review work order and where required check with appropriate personnel. 1.2 Identify type and quantity of required templates and plan process in line with work order. 1.3 Select template material of appropriate size, strength and flexibility for equipment use.

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	1.4 Interpret drawings and specifications for templates and equipment application. 1.5 Measure and plot dimensions; maintain correct angles, arcs and curves to produce pattern. 1.6 Check pattern dimensions, shape and measurements against drawings and specifications through visual inspection.
2. Produce templates	2.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Construct template using patterns to ensure accurate outcomes. 2.3 Position hardware so that it does not affect or obstruct equipment use. 2.4 Date and sign template patterns, and make detailed notations for use. 2.5 Dispose of rejected templates and off-cuts in line with environmental protection practices. 2.6 Store plans in line with organisational procedures. 2.7 Record and report production outcomes and equipment faults 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.	

Numeracy skills to:	• interpret detailed production data from work orders, drawings and specifications to:
	  • count quantities of materials and hardware components and select appropriate sizes
	  • precisely measure and check angles, arcs and curves against specifications.

Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' instructions
	  • notations on template drawings and specifications.

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Writing skills to:	• complete detailed notations for future use of patterns • complete accurate basic records for production outcomes and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence the stages of template production using work order, drawings and specifications to guide activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3237B Produce templates

Links

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

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Assessment Requirements for FWPCOT3237 Produce templates

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3237B Produce templates, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to producing templates
- produce templates in line with the work order and product requirements

Knowledge Evidence

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

- key features of patterns and templates and their purpose
- types and key features of equipment that are assisted by templates
- types and key features of shaped, tapered or moulded products produced with the assistance of templates
- characteristics of materials used for templates and how these affect template use:
  - strength
  - direction of grain
  - hardness
  - flexibility
- typical assembly sequences and range of techniques used to produce templates
- purpose, features and operation of equipment used to assemble templates
- purpose, features and use of assembly componentry
- organisational policies and procedures specific to producing templates

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  - workplace health and safety with particular emphasis on on equipment lock out and use of personal protective equipment
  - communication reporting lines
  - recording and reporting production outcomes and equipment faults
- environmental protection practices for producing templates:
  - reducing water and energy use
  - disposing of, recycling and reusing timber and other waste

Assessment Conditions

The following resources must be made available:

- measuring equipment
- patterns
- assembly equipment
- personal protective equipment suitable for producing templates
- consumable metal and ply suitable for pattern preparation
- consumable materials suitable for templates including one or more of the following:
  - dressed timber
  - medium density fibreboard
  - laminated veneer
  - chipboard
  - fibreboard
- consumable nails, screws and adhesives
- manufacturers' instructions for equipment use
- work order, drawings and specifications for template production
- template documents for recording production outcomes and equipment faults
- organisational procedures for producing templates.

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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FWPCOT3238 Operate a pole saw

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Application

This unit of competency describes the outcomes required to trim high branches reachable with a power driven pole saw and to promote tree growth by trimming and felling excess branches.

Power driven pole saw in this unit refers to professional standard pole-mounted chain saws that are typically fuel types, but may be battery powered, and generally telescopic.

It applies to those who operate a pole saw in a forest environment and includes equipment maintenance.

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

Harvesting and Haulage

Elements and Performance Criteria

Element *Elements describe the essential outcomes.*	**Performance Criteria** *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.*
1. Prepare for	1.1 Identify and follow WHS, environmental, legal and organisational

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trimming	requirements for operating a pole saw. 1.2 Review work order and clarify with appropriate personnel. 1.3 Select equipment appropriate to work requirements and check for serviceable condition in line with manufacturer recommendations. 1.4 Carry out pre-startup checks of pole saw in line with site requirements. 1.5 Establish and maintain communication with others to ensure safety.
2. Assess trees	2.1 Identify and assess tree type, location and stability for safe working conditions. 2.2 Plan the trim of a tree in line with site procedures and environmental conditions. 2.3 Identify trees unable to be trimmed safely and refer to appropriate personnel. 2.4 Determine whether the height of the branch is within safe reach when using the pole saw 2.5 Establish general falling direction of branches and limbs to be trimmed and identify clear escape route.
3. Trim trees	3.1 Trim accessible branches and knots to specifications in line with manufacturer recommendations and organisational safe work practices for angle and height allowances. 3.2 Monitor movement and whereabouts of other personnel to ensure work site is safe. 3.3 Undertake sequence of cuts to trim tree branches. 3.4 Operate pole saw in line with safety regulations, adjusting technique in response to condition of the tree. 3.5 Diagnose unexpected characteristics of a tree during trimming operations and review tree assessment if required. 3.6 Complete cutting once initiated, to minimise splitting. 3.7 Clear cut branches from the site in line with standard operating procedures and environmental requirements. 3.8 Record and report trimming activity.
4. Conduct operator maintenance	4.1 Follow lock-out procedures in line with WHS legislation and site procedures. 4.2 Inspect condition of saw and other equipment on completion of trimming activities. 4.3 Remove, sharpen, adjust or replace chain and other components, in line with manufacturer recommendations. 4.4 Recycle, re-use or dispose of blunt or damaged chain and other

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	components in line with environmental requirements. 4.5 Clear pole saw of dust, shavings and debris and check to make sure it meets relevant operational standards. 4.6 Record and report equipment faults and maintenance activity.

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:	• sharpen chain with files set to correct angles.
Writing skills to:	• record trimming activity and maintenance records.
Problem solving skills to:	• to identify problems and equipment faults and select treatments • identify appropriate branches to be trimmed • assess the capacity and suitability of equipment to the task of trimming trees.

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
FWPCOT3238 Operate a pole saw Release 2	FWPCOT3238 Operate a pole saw Release 1	Minor typographical errors corrected.	Equivalent unit

Links

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

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Assessment Requirements for FWPCOT3238 Operate a pole saw

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- undertake trimming with a pole saw to correctly and safely demonstrate competency in the following:
- assess trees and site conditions to work safely
- correct use of safety attire and protective equipment
- conduct pre-operational checks of pole saw
- trim trees at safe height and angle in line with manufacturer recommendations and organisational safe working practices
- select/adjust trimming sequence and cutting techniques in response to various tree characteristics and site conditions
- conduct operator maintenance.

Knowledge Evidence

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

- workplace requirements and site standards for carrying out pole saw operations
- environmental risks and hazards associated with trimming trees with a pole saw
- characteristics of trees and timber defects
- Branch Bark Ridge (BBR) and Bark Branch Collar (BBC)
- appropriate trimming sequence and cutting techniques
- manufacturer recommendations and organisational safe working practices for operating a pole saw at safe height and angle limits
- methods for assessing condition of pole saw chain
- established communication channels and protocols

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- problem identification and resolution strategies, and common fault finding techniques
- procedures for recording and reporting workplace information.
-

Assessment Conditions

The following resources must be made available:

- a professional standard fuel or battery powered pole-mounted chain saw with telescopic extension
- work order, workplace requirements and site standards for conducting pole saw operations
- relevant personnel for the purposes of communicating information.

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

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FWPCOT3239 Create drawings using computer aided design systems

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3239B Create drawings using computer aided design systems, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to prepare the computer aided design (CAD) environment, create two dimensional (2D) drawings and produce linked materials lists. Drawings can include plans, diagrams, charts and elevations. Work is completed in a forestry office setting.

The unit applies to Engineered Timber Products Technician, Timber Fabricator.

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 describe the essential outcomes.	*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.*
1. Prepare for drawing	1.1 Identify type of drawings to be created with computer-aided design (CAD) systems and where required check with appropriate personnel. 1.2 Select appropriate equipment and check for operational effectiveness.

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	1.3 Plan CAD process in line with organisational procedures.
2. Set up CAD environment	2.1 Customise system variables, menus and drawing defaults to suit production outcomes. 2.2 Develop macros to suit production outcomes.
3. Create 2D drawings	3.1 Create drawings using full capability of available software system 3.2 Link drawing entities to database attributes to suit production outcomes. 3.3 Create detailed views using various scales. 3.4 Save files in various formats in line with organisational procedures. 3.5 Format linked drawing entities as materials lists in line with production requirements. 3.6 Extract supplementary product dimension data from drawings. 3.7 Record and report drawing process and equipment faults 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.	
Numeracy skills to:	• calculate dimensions for product components and clearly represent these in drawings.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify types of drawings to be completed.
Reading skills to:	• interpret detailed familiar organisational procedures for computer drawing activities.
Writing skills to:	• complete accurate basic reports on drawing processes and equipment faults.
Planning and organising skills to:	• plan processing of drawings in a logical sequence and manage own timing and productivity to complete drawings within deadlines.

Range of Conditions

Not Applicable

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Unit Mapping Information

FPICOT3239B Create drawings using computer aided design systems

Links

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

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Assessment Requirements for FWPCOT3239 Create drawings using computer aided design systems

Modification History

Release	Comment
1	Replaces equivalent FPICOT3239B Create drawings using computer aided design systems, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to creating drawings using CAD systems
- create drawings using CAD systems in line with site requirements
- produce linked materials lists
- across the above jobs, produce these different types of drawings using CAD systems:
  - plans
  - diagrams
  - charts
  - elevations
  - exploded views
- incorporate these drawing entities:
  - lines
  - arcs
  - circles
  - text
  - hatch
  - dimensions
- complete a basic report on drawing processes and equipment faults.

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Knowledge Evidence

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

- common products for which computer aided 2D drawings are produced, their features, use and standard material sizes
- for the drawing software:
  - available 2D drawing types
  - system functions and capabilities
  - methods to:
    - set up system variables, menus and macros
    - prepare 2D drawings
    - prepare and explode detailed views
    - link drawing entities to materials lists
    - extract supplementary product dimension data from drawings
    - store and retrieve drawings and materials lists
- formats for and inclusions of materials lists
- organisational policies and procedures for producing drawings and documents using computers.

Assessment Conditions

The following resources must be made available:

- computers, keyboards and industry current software programs used to produce computer aided 2D drawings and material lists
- product information on which to base drawings
- template materials lists
- template documents for recording drawing processes and equipment faults
- organisational policies and procedures for producing drawings and documents using computers.

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

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FWPCOT3240 Grade heavy structural/engineered products

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3240B Grade heavy structural/engineered products, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to visually assess material characteristics and defects for classification into various strength and appearance grades. Materials can be sleepers, crossings, mine guides, piles, posts and other heavy structural or engineered products.

The unit applies to those who grade heavy structural and/or engineered products 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

Harvesting and Haulage

Forest Growing and Management

Sawmilling and Processing

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for grading	1.1 Review work order and where required check with appropriate personnel.

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	1.2 Select appropriate personal protective equipment and check for operational effectiveness. 1.3 Obtain type and quantity of material to be graded from storage location. 1.4 Plan grading process in line with work order.
2. Grade heavy structural or engineered products	2.1 Identify requirements for storage and subsequent processing of materials. 2.2 Assess characteristics and defects of each timber piece against industry standards for grade type. 2.3 Measure and record moisture content. 2.4 Mark defects for docking clearly, in line with organisational procedures. 2.5 Mark timber and sort according to grade classification, using clearly identifiable markers or stickers.
3. Distribute material	3.1 Label storage locations and direct material to storage or processing operations in line with organisational procedures. 3.2 Reject sub-standard materials; dispose of or recycle in line with environmental protection practices. 3.3 Monitor on-site movement of material to achieve intended flow. 3.4 Record assessment outcomes and distribution problems and report 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.	
Numeracy skills to:	• identify quantities of assessable material within work orders and count numbers • measure size of undesirable timber characteristics • complete routine assessment records involving numerical grades, dimensions and quantities.
Oral communication skills to:	• ask questions and actively listen to clarify content of work orders.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders

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	• industry grading standards.
Writing skills to:	• produce basic clear labels for timber identification • complete accurate basic reports on assessment outcomes.
Problem-solving skills to:	• recognise undesirable timber characteristics and assess as unfit for specified purpose • identify and dispose of or recycle defective materials.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3240B Grade heavy structural/engineered products

Links

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

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Assessment Requirements for FWPCOT3240 Grade heavy structural/engineered products

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3240B Grade heavy structural/engineered products, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- visually evaluate different types of heavy structural and engineered product for classification into strength and appearance grades, in line with an individual work order for each grading job
- heavy structural and engineered products for classification are to be chosen from the following list:
  - sleepers
  - crossings
  - mine guides
  - piles
  - cross arms for overhead lines
  - decking for wharves and bridges
  - poles
- after each job, complete a basic report on assessment outcomes.

Knowledge Evidence

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

- environmental protection practices for disposing of, recycling and reusing timber
- features and uses of heavy structural and engineered products:

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    - sleepers, crossings, mine guides, piles and cross arms for overhead lines
    - decking for wharves and bridges
    - poles
- typical timber defects and how they affect ability to produce a quality finished product:
    - incorrect moisture content
    - warp
    - wane
    - cupping
    - shakes
    - insect defects
    - knots
    - resin pockets
- typical work flow processes and techniques used to grade heavy structural and engineered products
- range of industry standard lengths and cross sections and applicable terminology
- range of industry standard strength and appearance grades and applicable terminology
- markings used on heavy structural and engineered products to identify grades
- typical flow of material supply in and out of the grading area
- typical industry and organisation specific storage layout and storage categories for heavy structural and engineered products
- methods to label heavy structural and engineered products for storage locations and common terms used
- purpose, features and operation of equipment used to grade heavy structural and engineered products:
    - moisture meters
    - lifting equipment for the movement of material
- organisational procedures specific to grading heavy structural and engineered products:
    - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
    - communication reporting lines
    - recording and reporting assessment outcomes and distribution problems.

Assessment Conditions

The following resources must be made available:

- moisture meters
- lifting equipment
- personal protective equipment suitable for grading heavy structural and engineered products
- a diverse range of heavy structural and engineered products including:
    - sleepers, crossings, mine guides, piles and cross arms for overhead lines
    - decking for wharves and bridges

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  - poles
- work order with specific instructions for grading and transferring heavy structural and engineered products to downstream processing or storage
- organisational procedures for grading heavy structural and engineered products.

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

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FWPCOT3241 Assemble timber wall frames

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Application

This unit of competency describes the outcomes required to assemble construction-ready timber wall frame sections and to strap and pack them in readiness for transport to a construction site. Work is completed in a timber and wood products production setting.

The unit applies to Press operator, Timber manufactured products technician, Jig setter, Machine operator, saw operator.

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

Element *Elements describe the essential outcomes.*	**Performance Critera** *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.*
1. Prepare for assembly	1.1 Review work order and construction plans and where required check with appropriate personnel. 1.2 Identify and obtain type and quantity of assembly material and

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	hardware. 1.3 Select appropriate personal protective and other equipment and check for operational effectiveness. 1.4 Identify and prepare setup jigs required for construction.
2. Set up components	2.1 Select timber components from pre-cut material in line with cutting list. 2.2 Reject material with defects and dispose of these in line with environmental protection practices. 2.3 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.4 Position and clamp components in jigs ready for joining with allowable faults, joins and grain in line with construction standards and grading rules. 2.5 Nail components to maintain temporary alignment during assembly.
3. Install assembly hardware	3.1 Position and install hardware on joints in line with construction plan. 3.2 Nail or staple temporary bracing to product in line with construction standards. 3.3 Correct assembly faults in line with organisational procedures.
4. Prepare products for despatch and report	4.1 Check finished product for quality and label in line with work order. 4.2 Remove components from jigs and safely stack in designated location. 4.3 Strap, pack, label and pre-sling finished products ready for transportation. 4.4 Avoid wastage of strapping and packaging materials and maximise use of recycled materials. 4.5 Record and report production outcomes and equipment faults 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.	
Numeracy skills to:	• interpret production data from construction plans and work orders to:

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	• count quantities of materials and hardware components and select appropriate sizes • complete routine calculations for component layouts • measure lengths and angles to construction plan specifications.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of construction plans and work orders.
Reading skills to:	• interpret detailed: • workplace health and safety and other organisational procedures • construction plans and work orders • manufacturers' instructions.
Writing skills to:	• produce basic clear labels for product identification and transportation • complete accurate basic records for production outcomes and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order and construction plan to guide activities.

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPCOT3241 Assemble timber wall frames Release 2	FWPCOT3241 Assemble timber wall frames Release 1	Minor typographical errors corrected.	Equivalent unit

Links

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

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Assessment Requirements for FWPCOT3241 Assemble timber wall frames

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- assemble timber wall frames in line with a work order, construction plans, construction standards and engineering specifications including
  - studs
  - top and bottom plates
  - lintels
  - trimmers
  - nogging
  - bracing
- strap, pack, label and pre-sling completed products ready for transportation.

Knowledge Evidence

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

- quality requirements, at a basic level of understanding, of national building codes and standards
- environmental protection practices for assembling timber wall frames:
  - reducing water and energy use
  - disposing of, recycling and reusing timber and other waste
- typical timber defects and how these affect ability to produce a quality finished product:
  - warp
  - wane

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  - cupping
  - shakes
  - insect defects
  - knots
  - resin pockets
- typical flow of material supply in and out of the wall frame assembly area
- typical assembly sequences and range of techniques used to assemble timber wall frames
- key components of wall frames and their purpose:
  - studs
  - top and bottom plates
  - lintels
  - trimmers
  - nogging
  - bracing
- range of industry standard lengths, cross sections and tolerances and applicable terminology
- typical assembly faults triggering correction to ensure product quality:
  - incorrectly positioned joints
  - timber splits from nailing
  - incorrectly positioned hardware
- purpose, features and operation of equipment used to assemble timber wall frames:
  - measuring equipment
  - assembly jigs
  - circular saws
  - docking saws
  - drills
  - nail plate presses
  - staple guns
  - nail guns
  - compressor or compressed air supply
  - marking equipment
  - strapping equipment
- purpose, features and use of assembly componentry
- organisational procedures specific to assembling timber wall frames:
  - workplace health and safety with particular emphasis on on equipment lock out and use of personal protective equipment
  - communication reporting lines
  - maintaining construction standards
  - recording and reporting production outcomes and equipment faults
  - labelling products for identification and transportation.

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Assessment Conditions

The following resources must be made available:

- tools and equipment used to assemble timber wall frames:
  - measuring equipment
  - assembly jigs
  - circular saws
  - docking saws
  - drills
  - nail plate presses
  - staple guns
  - nail guns
  - compressor or compressed air supply
  - marking equipment
  - strapping equipment
- assembly hardware:
  - nailing plates
  - gang nails
  - nail gun nails
  - staples
- slinging devices
- personal protective equipment suitable for assembling timber wall frames
- pre-cut sections of timber
- consumable strapping, packaging and labelling materials
- manufacturers' instructions for equipment use
- work order and construction plan with specifications for assembling timber wall frames
- template documents for recording production outcomes and equipment faults
- organisational procedures for assembling timber wall frames.

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

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FWPCOT3242 Lay up timber roof trusses

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3242B Lay up timber roof trusses, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to plan and set up the assembly of timber roof trusses using a truss jig or computer-operated truss table and to oversee the operation of the truss press. Work is completed in a timber and wood products production setting.

The unit applies to Press operator, Timber manufactured products technician, Jig setter, Machine operator, saw operator.

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 describe the essential outcomes.	*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.*
1. Prepare for assembly	1.1 Review work order and construction plans and where required check with appropriate personnel. 1.2 Identify and obtain type and quantity of assembly material and hardware. 1.3 Select appropriate personal protective and other equipment and

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	check for operational effectiveness. 1.4 Identify and prepare setup jigs required for construction.
2. Lay up truss	2.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Assess product size and number of joints with jig area, and plan section layout. 2.3 Select timber components from pre-cut material in line with cutting list and check for fit. 2.4 Position jig components to accurately locate and support assembly components and adjust jig or table to suit. 2.5 Position and clamp components in jigs ready for joining with allowable faults, joins and grain in line with construction standards and grading rules. 2.6 Set components to include camber adjustments, overhang and other design requirements. 2.7 Identify defective components; dispose of or recycle in line with environmental protection practices. 2.8 Nail components to maintain temporary alignment during assembly. 2.9 Position and install hardware on joints in line with construction plan.
3. Control pressing operations	3.1 Coordinate truss-pressing operations to ensure finished product complies with customer orders. 3.2 Correct assembly faults in line with organisational procedures.
4. Prepare products for despatch and report	4.1 Check finished product for quality and label in line with work order. 4.2 Remove components from jigs and safely stack in designated location. 4.3 Strap, pack and label finished products ready for transportation. 4.4 Avoid wastage of strapping and packaging materials and maximise use of recycled materials. 4.5 Record and report production outcomes and equipment faults to appropriate personnel.

Foundation Skills

This section describes those core and employment skills that are essential to performance and

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are not explicit in the performance criteria.	

Numeracy skills to:	• interpret production data from construction plans and work orders to:
	  • count quantities of materials and hardware components and select appropriate sizes
	  • complete routine calculations for component layouts
	  • measure lengths, camber, overhang and angles to construction plan specifications.

Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of construction plans and work orders.

Reading skills to:	• interpret detailed familiar and unfamiliar:
	  • workplace health and safety and other organisational procedures
	  • construction plans and work orders
	  • manufacturers' instructions.

Writing skills to:	• produce basic clear labels for product identification and transportation • complete accurate basic records for production outcomes and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order and construction plan to guide activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3242B Lay up timber roof trusses

Links

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

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Assessment Requirements for FWPCOT3242 Lay up timber roof trusses

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3242B Lay up timber roof trusses, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- lay up any of the following trusses in line with an individual work order and construction plan:
  - "A" type truss
  - truncated standard truss
  - girder truss
  - truncated girder
  - jack truss
  - rafter truss
  - gable truss
  - saddle truss
- strap, pack and label completed products ready for transportation.
-

Knowledge Evidence

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

- quality requirements, at a basic level of understanding, of national building codes and standards
- environmental protection practices for assembling timber roof trusses:

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  - reducing water and energy use
  - disposing of, recycling and reusing timber and other waste
- typical timber defects and how these affect ability to produce a quality finished product:
  - warp
  - wane
  - cupping
  - shakes
  - insect defects
  - knots
  - resin pockets
- typical flow of material supply in and out of the roof truss assembly area
- typical assembly sequences and range of techniques used to assemble timber roof trusses
- range of industry standard lengths, cross sections and tolerances and applicable terminology
- typical assembly faults triggering correction to ensure product quality:
  - incorrectly positioned joints
  - timber splits from nailing
  - incorrectly positioned hardware
- purpose, features and operation of equipment used to assemble timber roof trusses:
  - measuring equipment
  - assembly jigs
  - truss tables
  - circular saws
  - docking saws
  - drills
  - nail plate presses
  - staple guns
  - nail guns
  - compressor or compressed air supply
  - marking equipment
  - strapping equipment
- purpose, features and use of assembly componentry
- organisational procedures specific to assembling timber roof trusses:
  - workplace health and safety with particular emphasis on on equipment lock out and use of personal protective equipment
  - communication reporting lines
  - maintaining construction standards
  - recording and reporting production outcomes and equipment faults
  - labelling products for identification and transportation.

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Assessment Conditions

The following resources must be made available:

- tools and equipment used to assemble timber roof trusses:
  - measuring equipment
  - assembly jigs
  - circular saws
  - docking saws
  - drills
  - nail plate presses
  - staple guns
  - nail guns
  - compressor or compressed air supply
  - marking equipment
  - strapping equipment
- assembly hardware:
  - nailing plates
  - gang nails
  - nail gun nails
  - staples
- personal protective equipment suitable for assembling timber roof trusses
- pre-cut sections of timber
- consumable strapping, packaging and labelling materials
- manufacturers' instructions for equipment use
- work order and construction plan with specifications for assembling timber roof trusses
- template documents for recording production outcomes and equipment faults
- organisational procedures for assembling timber roof trusses.

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

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FWPCOT3243 Operate a truss press

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3243B Operate a truss press, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to operate a truss press to finalise the joining of prepared truss components and to strap and pack them in readiness for transport to a construction site.Work is completed in a timber and wood products production setting.

The unit applies to Press operator, Timber manufactured products technician, Jig setter, Machine operator, saw operator.

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 describe the essential outcomes.	*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.*
1. Prepare for pressing	1.1 Review work order and construction plans and where required check with appropriate personnel. 1.2 Identify and obtain type and quantity of assembly material and hardware. 1.3 Select appropriate personal protective and other equipment and check for operational effectiveness.

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2. Set up components	2.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Select timber components from pre-cut material in line with cutting list. 2.3 Position and clamp components in press, with allowable faults, joins and grain in line with construction standards and grading rules. 2.4 Set components to include camber adjustments, overhang and other design requirements. 2.5 Identify defective components, dispose of or recycle in line with environmental protection practices. 2.6 Fasten components to maintain temporary alignment during setup. 2.7 Position and install hardware on joints ready for pressing.
3. Press trusses	3.1 Complete pre start-up equipment checks to ensure operational effectiveness. 3.2 Set and adjust press cycle times and pressures to meet production requirements. 3.3 Check pressed trusses for abnormalities and assembly faults in line with organisational procedures. 3.4 Complete unload and reload cycles. 3.5 Assess pressed and finished trusses regularly; action changes to assembly and pressing processes as required. 3.6 Dispose of defective pressed trusses in line with environmental protection practices.
4. Prepare products for despatch and report	4.1 Check finished product for quality and label in line with work order. 4.2 Remove components from jigs and safely stack in designated location. 4.3 Strap, pack and label finished products ready for transportation. 4.4 Avoid wastage of strapping and packaging materials and maximise use of recycled materials. 4.5 Record and report production outcomes and equipment faults to appropriate personnel.

Foundation Skills

This section describes those core and employment skills that are essential to performance and

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are not explicit in the performance criteria.	

Numeracy skills to:	• interpret production data from construction plans and work orders to:
	  • count quantities of materials and hardware components and select appropriate sizes
	  • complete routine calculations for component layouts
	  • measure lengths, camber, overhang and angles to construction plan specifications.
	• read basic numerical machine settings to set pressure and cycle times.

Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of construction plans and work orders.

Reading skills to:	• interpret detailed:
	  • workplace health and safety and other organisational procedures
	  • construction plans and work orders
	  • manufacturers' instructions.

Writing skills to:	• produce basic clear labels for product identification and transportation • complete accurate basic records for production outcomes and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order and construction plan to guide activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3243B Operate a truss press

Links

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

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Assessment Requirements for FWPCOT3243 Operate a truss press

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3243B Operate a truss press, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- set up components and press timber trusses, in line with an individual work order and construction plan for each job prescribing different dimensions and numbers of trusses
- for each of the above jobs, strap, pack and label completed products ready for transportation.

Knowledge Evidence

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

- quality requirements, at a basic level of understanding, of national building codes and standards
- environmental protection practices for assembling and pressing timber trusses:
  - reducing water and energy use
  - disposing of, recycling and reusing timber and other waste
- typical timber defects and how these affect ability to produce a quality finished product:
  - warp
  - wane
  - cupping
  - shakes
  - insect defects

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    - knots
    - resin pockets
- typical flow of material supply in and out of the truss pressing area
- typical truss assembly sequences and range of techniques used to press trusses
- range of industry standard lengths, cross sections and tolerances and applicable terminology
- typical assembly and pressing faults triggering correction to ensure product quality:
    - incorrectly positioned joints
    - timber splits from nailing
    - incorrectly positioned hardware
- purpose, features and operation of equipment used to assemble and press timber trusses:
    - truss presses:
        - roller press
        - platen press
        - C-clamp press
    - assembly equipment:
        - measuring equipment
        - assembly jigs
        - drills
        - staple guns
        - nail guns
        - compressor or compressed air supply
        - marking equipment
    - strapping equipment
- appropriate range of cycle times and pressures used to press trusses until structurally ready
- purpose, features and use of assembly componentry
- organisational procedures specific to operating press trusses:
    - workplace health and safety with particular emphasis on on equipment lock out and use of personal protective equipment
    - communication reporting lines
    - maintaining construction standards
    - recording and reporting production outcomes and equipment faults
    - labelling products for identification and transportation.

Assessment Conditions

The following resources must be made available:

- a truss press which includes one or more of the following:
    - roller press
    - platen press
    - C-clamp press

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    - computer-automated press
- tools and equipment used to assemble timber trusses:
    - measuring equipment
    - assembly jigs
    - drills
    - staple guns
    - nail guns
    - compressor or compressed air supply
    - marking equipment
    - strapping equipment
- assembly hardware:
    - nailing plates
    - gang nails
    - nail gun nails
    - staples
- personal protective equipment suitable for operating truss presses
- pre-cut sections of timber
- consumable strapping, packaging and labelling materials
- manufacturers' instructions for equipment use
- work order and construction plan with specifications for assembling and pressing trusses
- template documents for recording production outcomes and equipment faults
- organisational procedures for operating truss presses.

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

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FWPCOT3245 Grade, sort and mark materials

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Application

This unit of competency describes the outcomes required to visually evaluate material for classification into various strength or appearance grades. It includes sorting material into classifications, and marking material in line with site procedures.

The unit applies to those working in a wide of roles in the forestry and forest products industry.

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

Element *Elements describe the essential outcomes.*	**Performance Criteria** *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.*
1. Prepare for grading, sorting and marking	1.1 Review and check work order. 1.2 Obtain type and quantity of material to be graded, sorted and marked from the storage location.

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	1.3 Select equipment to assist with moving, and check for operational effectiveness. 1.4 Review site procedures for grading, sorting and marking.
2. Implement procedures for grading, sorting and marking material	2.1 Identify requirements for material storage and subsequent processing operations. 2.2 Evaluate material characteristics and features of each piece against industry standards for grade type. 2.3 Measure moisture content, and follow procedures for recording and reporting. 2.4 Mark features clearly for docking. 2.5 Grade, mark and sort material according to grade classification, using markers or stickers that are clearly understood. 2.6 Record and report grading outcomes and distribution problems.
3. Distribute material	3.1 Material is directed and moved to storage or processing operations in line with site requirements. 3.2 Sub-standard material is rejected and disposed of in line with site requirements 3.3 On-site movement of material is monitored to ensure intended flow is achieved. 3.4 Storage locations are labelled in line with site systems.

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:	• measure moisture content • count required quantities of materials
Reading skills to:	• interpret work order • complete records and reports

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
FWPCOT3245	FPICOT3245 Grade,	Updated unit sector information	Equivalent

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Code and title current version	Code and title previous version	Comments	Equivalence status
Grade, sort and mark material Release 2	sort and mark material Release 1	and corrected typographical errors	unit

Links

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

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Assessment Requirements for FWPCOT3245 Grade, sort and mark materials

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to grading, sorting and marking material
- safely and efficiently grade sort and mark materials from the workplace
- identify materials defects, including:
  - warp
  - wane
  - cupping
  - shakes
  - insect defects
  - loose or missing knots
  - resin pockets
  - dents
  - loose surface
  - lifting coatings
  - thin or missing coatings
  - chipped edges
  - splits
  - voids
  - splintered or missing edges
  - pin holes
- safely use workplace equipment for lifting and moving materials

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- produce accurate reports and records.

Knowledge Evidence

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

- methods of visual estimation, grading, colour identification and tagging
- sorting, marking and distribution processes
- industry standard cross sections and lengths
- types of material for grading and sorting native timber species, imported timber species, dressed timber, in-the-rough timber, stress and non-stress graded timber, preservative treated timber, medium density fibreboard, laminated veneer, chipboard, plywood, fibreboard and other manufactured board products, coated and/or treated timber products, and debarked logs
- assessment of material for number and frequency of defects
- features including warp, wane, cupping, shakes, insect defects, loose or missing knots, resin pockets, dents, loose surface, lifting coatings, thin or missing coatings, chipped edges, splits, voids, splintered or missing edges, pin holes
- criteria for recycling and re-using sub-standard material
- safe disposal of waste preservative treated timber.

Assessment Conditions

The following resources must be made available:

- material and resources for grading and marking
- personal protective equipment required for grading, sorting and marking material.

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

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FWPCOT3246 Test heavy structural/engineered products

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3246B Test heavy structural/engineered products, which was first released with FPI11 Forest and Forest Products Training Package Version 1. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to test heavy structural and engineered products in line with product quality specifications. The unit includes establishing specifications and test methods, conducting and interpreting tests, and reporting findings.

The unit applies to those working in a forest and wood products factory setting.

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

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Timber Manufactured Products

Wood Panel Products

Timber Truss and Frame Design and Manufacture

Elements and Performance Criteria

Elements describe the essential outcomes.	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.
1. Prepare for testing	1.1 Review and check work order.

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	1.2 Obtain type and quantity of products to be tested are acquired from the storage location. 1.3 Select equipment and check for operational effectiveness in line with manufacturer instructions. 1.4 Follow workplace procedures to plan testing.
2. Implement procedures to test heavy structural and engineered products	2.1 Select heavy structural and engineered products for testing in line with 2.2 Conduct test in line with established test methods and quality assurance procedures. 2.3 Identify testing problems are identified and resolved or report these. 2.4 Obtain test results and compare data are made against product specifications.
3. Report outcomes of test	3.1 Identify potential or existing problems that might affect product quality and make recommendations for improvement. 3.2 Record and report outcomes of testing.

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:	• measure for testing
Reading skills to:	• read quality and product specifications

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3246B Test heavy structural/engineered products

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Links

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

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Assessment Requirements for FWPCOT3246 Test heavy structural/engineered products

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3246B Test heavy structural/engineered products, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational and quality procedures for testing heavy structural/engineered products
- safely and efficiently collect data
- accurately interpret test results
- identify problems that may affect test results
- complete accurate records and reports.

Knowledge Evidence

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

- different types of products that might require testing and methods suitable for conducting those tests
- benchmarks or standards for products being tested
- issues that might affect function or suitability of structural/engineered products
- problems associated with the testing process: test accuracy; sample quality; faulty material; defects
- testing methods for modulus of elasticity, surface hardness, modulus of rupture, sheer strength and compression strength
- types of tools and equipment used for testing heavy structural/engineered products and maintenance [procedures for those tools and equipment]

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- criteria for recycling, re-using, repairing or disposing of faulty products
- procedures for recording and reporting workplace information.

Assessment Conditions

The following resources must be made available:

- heavy structural/engineered products for testing
- equipment necessary for testing
- relevant personnel for the purposes of communicating information
- documents, spreadsheets and commonly used proforma documents
- personal protective equipment required for testing heavy structural/engineered products.

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

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FWPCOT3247 Select timber for forestry operations

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3247B Select timber for forestry operations, which was first released with FPI11 Forest and Forest Products Training Package Version 1. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to select timber for use in forestry operations, by applying knowledge of timber technology.

The unit applies to those working in technical roles in the forest and wood products industry.

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

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Timber Manufactured Products

Timber Merchandising

Wood Panel Products

Timber Truss and Frame Design and Manufacture

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*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.*

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ELEMENTS	PERFORMANCE CRITERIA
1. Prepare for timber selection	1.1 Review workplace and quality procedures for timber selection. 1.2 Conduct visual inspection of products for suitability. 1.3 Review and check product specifications.
2. Evaluate selected timber	2.1 Assess growth and durability of the timber. 2.2 Assess species, timber structure, features and characteristics of timber. 2.3 Check moisture content of selected timber and ensure it meets production requirements. 2.4 Identify density and working properties of timber to ensure they meet production requirements. 2.5 Identify faults and features in the timber. 2.6 Select sawing patterns that best suit the selected timber.
3. Report on timber selection	3.1 Assess timber for quality and specification requirements. 3.2 Prepare timber for dispatch ensuring that damage is prevented or minimized. 3.3 Follow organizational procedures to document timber assessment outcomes. 3.4 Record and report on timber selection procedures and identify any problems with the process.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3247B Select timber for forestry operations

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Links

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

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Assessment Requirements for FWPCOT3247 Select timber for forestry operations

Modification History

Release	Comment
1	Replaces equivalent FPICOT3247B Select timber for forestry operations, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures for selecting timber
- undertake visual inspection and identify: defects, contamination, timber colours, insect attack, surface finishes, loose surfaces, bubbles, holes, breakages, machine caused defects
- assess timber for growth patterns using appropriate methods including make-up of a tree: bark (cortex), phloem, cambium layer, sapwood (xylem), heartwood (truewood), pith (medulla), medullary rays, earlywood, latewood, growth rings, cellulose, hemicelluloses, lignin extractives
- assess timber for durability: strength, hardness and rating for use, classification and measurement
- assess timber structures: hardwood (pored wood) or softwood (non-pored wood) and cell structured timber, including vessels, fibres, ray cells, pits, tracheids, texture, seasoning methods
- assess timber characteristics: colour, density, texture, grain, figure, qualities, uses
- identify faults and features of timber: bow, spring, twist, warp, wane, cupping, shakes, insect defects, fungi, knots, resin pockets, wild grain, sloping grain
- measure moisture content of timber
- prepare products relating to a customer order via various means of transport

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- record and report on outcomes of timber selection.

Knowledge Evidence

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

- organisational policies and procedures for selecting timber
- defects in timber: contamination, timber colours, insect attack, surface finishes, loose surfaces, bubbles, holes, breakages, machine caused defects
- procedures for assessing timber for growth, durability, cell structure and characteristics
- the working properties of timber: timber shrinkage, effects of light, density and deterioration of the timber, compressive and tensile stresses, modulus of elasticity, modulus of rupture, deformation, creep, surface hardness
- faults and features of timber
- acceptable moisture content of timber
- sawing patterns (live-sawn, back sawn, quarter sawn) and their suitability for different timber.

Assessment Conditions

The following resources must be made available:

- tools and equipment used to make timber selection
- timber for selection and classification
- relevant personnel for the purposes of communicating information
- documents, spreadsheets and commonly used proforma documents
- personal and protective equipment for selecting timber in forestry operations.

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

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FWPCOT3248 Dry timber in solar assisted kilns

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3248A Dry timber in solar assisted kilns, which was first released with FPI05 Forest and Forest Products Training Package Version 2.2 This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to dry timber in solar assisted kilns, to appropriate moisture contents and stress levels. It covers hardwood and softwood and includes evaluation of energy savings and principles of sustainability.

The unit applies to those working in a range of technical roles in the forestry and forest products industry.

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

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Timber Manufactured Products

Timber Merchandising

Wood Panel Products

Timber Truss and Frame Design and Manufacture

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	*Performance criteria describe the performance needed to*

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ELEMENTS *essential outcomes.*	**PERFORMANCE CRITERIA** *demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.*
1. Prepare for drying	1.1 Review and check work order. 1.2 Obtains type and quantity of timber to be dried from the conversion process. 1.3 Visually assess racks to be dried for consistent drying characteristics. 1.4 Select equipment required for the work requirements and check for operational effectiveness. 1.5 Select oven sections and sample boards, cut according to standard operating procedures and measure moisture content. 1.6 Plan drying process according to organisational procedures.
2. Load kiln and control kiln conditions	2.1 Conduct pre start-up checks according to manufacturer's instructions. 2.2 Follow emergency shutdown procedures in the case of alarm being triggered 2.3 Load kiln with racks selected for processing complete records of loading. 2.4 Position baffles and/or blankets according to standard operating procedures.
3. Monitor kiln conditions	3.1 Monitor and measure moisture content and review results against drying plan and initial measurement. 3.2 Check and adjust kiln control settings to ensure drying schedules are met. 3.3 Monitor kiln charge for drying degrade and assess the need for reconditioning or high humidity treatment.
4. Check timber quality on completion of drying	4.1 Identify drying end point and make kiln safe for entry. 4.2 Open kiln and check moisture content of processed timber. 4.3 Prepare drying stress samples and measure for specified use 4.4 Rectify unsuitable drying stresses within site procedures. 4.5 Visually assess drying quality, identify sub-standard material and direct for re-use according to site and environmental procedures.
5. Unload kiln and move or store timber	5.1 Remove moisture probes and baffles and/or blankets from timber. 5.2 Direct timber to storage or processing operations and check that

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ELEMENTS	PERFORMANCE CRITERIA
	packs are labelled in line with site requirements 5.3 Clean work area according to site requirements. 5.4 Complete records and reports for 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.	
Numeracy skills to:	• measure and tally timber size and volumes • apply and re-arrange algebraic formulae • measure and convert metric units of weight, size, volume, heat and energy
Oral communication skills to:	• communicate operating issues to supervisors and co-workers
Reading skills to:	• locate and interpret timber drying schedules

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3248A Dry timber in solar assisted kilns

Links

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

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Assessment Requirements for FWPCOT3248 Dry timber in solar assisted kilns

Modification History

Release	Comment
2.0	Replaces equivalent FPICOT3248A Dry timber in solar assisted kilns, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational procedures to safely and efficiently dry timber in solar assisted kilns
- dry timber to appropriate moisture contents and stress levels
- operate and monitor a solar assisted kiln, and make necessary adjustments in the course of the drying process
- measure the amount of moisture content of timber or timber products during and after kiln drying
- keep degrade to a minimum when drying timber
- manage the safe movement of timber throughout all stages of the drying process
- produce accurate reports and records of the drying process.

Knowledge Evidence

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

- organisational procedures for drying timber
- energy efficiency and savings obtained from various types of solar kilns
- types of tools and equipment and procedures for their safe use, operation and maintenance in the course of drying timber in the solar assisted kilns

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- species identification for timbers
- drying techniques including development and relief of drying stresses
- identification of drying degrade including surface checks, internal checks, end splits, collapse, excessive distortion, bow, spring, twist, cup and case hardening
- procedures for the operation of solar assisted kilns
- the anticipated process the timber will undergo to remove moisture to target moisture content including air drying, sheltered air drying, pre-drying, reconditioning, high humidity treatments, final kiln drying, equalising, conditioning
- types of timber degrades and how they develop
- wood-water relationships in the drying process
- methods of visual inspection
- characteristics of timber including native timber species, imported timber species and preservative treated timber
- quality and distribution processes
- storage systems and labelling.

Assessment Conditions

The following resources must be made available:

- solar assisted kiln
- timber for drying
- personal and protective equipment required for drying timber in solar assisted kilns.

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

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FWPCOT3249 Select timber preservation techniques

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3249A Select timber preservation techniques, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to select timber preservation techniques taking into account the principles of environmental suitability and sustainability.

The unit applies to those working in technical roles in the forestry and forest products industry.

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

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Timber Manufactured Products

Timber Merchandising

Wood Panel Products

Timber Truss and Frame Design and Manufacture

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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*

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ELEMENTS	PERFORMANCE CRITERIA *conditions.*
1. Determine preservation requirements for timber	1.1 Identify service requirements for preservation of timber. 1.2 Identify required chemical retention rates and calculate suitable solution strengths. 1.3 Identify penetration pattern of timber for treatment.
2. Decide on appropriate preservation technique/s for timber	2.1 Investigate options for preservation techniques for job requirements and their environmental impact. 2.2 Review and compare options for suitability and value. 2.3 Select most appropriate preservation technique. 2.4 Identify and follow water management procedures. 2.5 Develop contingency management plans. 2.6 Implement quality assurance procedures for preserving timber. 2.7 Implement environmental monitoring procedures.

Foundation Skills

This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.
• calculate chemical solution strengths, timber and fluid volumes; measure chemical salt retention rates.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3249A Select timber preservation techniques

Links

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

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Assessment Requirements for FWPCOT3249 Select timber preservation techniques

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3249A Select timber preservation techniques, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational procedures for selecting timber preservation techniques
- select the most suitable preservation technique for different types of timber considering chemical retention rates and preservation patterns.

Knowledge Evidence

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

- organisational procedures for preserving timber and selecting timber preservation techniques
- environmental risks and hazards associated with different preservation techniques
- timber preservation chemicals and their safe use and storage
- timber preservation techniques including:
  - full cell (Bethel) process
  - empty cell process
  - rueping process
  - double treatment

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    - boultonising
- Australian Standards for timber preservation and market requirements, particularly Australian Standard (AS) 1604.1-2010 Specification for preservative treatment - Sawn and round timber and in Queensland, the Queensland Timber Utilisation and Marketing Act
    - service requirements including:
    - treated timber hazard ratings
    - marine borer hazard ratings
    - timber durability ratings
- chemical retention rate/s including the amount of preservative retained in a piece of timber after treatment and fixation have taken place, and must be expressed as either weight for volume or weight for weight.
- preservation patterns including the distribution of preservative within the cross section of a treated piece of timber.
- water management procedures including consideration of:
    - ground water monitoring
    - bund storages
    - contaminated water containment
    - contaminated water reuse
    - drip pads
- contingency plans including consideration of:
    - chemical handling and spill procedures
    - groundwater leakage procedures
    - fire suppression procedures
    - emergency evacuation procedures
- environmental monitoring procedures including monitoring of:
    - groundwater
    - chemical disposal
    - residue disposal
    - dust
    - noise
- types of tools and equipment, used for timber preservation and their safe use and maintenance.

Assessment Conditions

The following resources must be made available:

- organisational policies and procedures for selecting timber preservation techniques
- examples of preservatives and end uses from which candidates must select appropriate chemicals and techniques.

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

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

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FWPCOT3250 Prepare timber to meet import/export compliance requirements

Modification History

Release	Comment
1	Replaces equivalent FPICOT3250A Prepare timber to meet import/export compliance requirements, which was first released with FPI11 Forest and Forest Products Training Package Version 1. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to ensure timber meets compliance requirements for import/export.

The unit applies to those who assess timber for import/export requirements in a variety of work settings including:

- timber harvesting
- sawmill
- woodchip mill
- veneer mill
- board/plywood mill
- timber and wood products production
- timber and wood products sales and service.

Licensing, legislative, regulatory or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to state or territory jurisdiction.

Pre-requisite Unit

Nil

Unit Sector

Harvesting and Haulage

Sawmilling and Processing

Timber Manufactured Products

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Timber Merchandising

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Review regulatory requirements for import/export of timber	1.1 Identify and follow environmental legal requirements for preparing timber to meet import/export compliance requirements 1.2 Biosecurity requirements relevant to timber import/export are identified 1.3 Confirm and interpret compliance requirements. 1.4 Examine organisational compliance requirements for critical implications, risks and consequences of possible breaches.
2. Ensure timber compliance for import/export	2.1 Identify timber for import/export and assess wood properties. 2.2 Examine timber for identify biohazards associated with the particular species and undertake a risk assessment. 2.3 Determine the need for timber treatment and arrange for any required treatments to be carried out. 2.4 Establish the need for phytosanitary certificates and arrange for procurement.
3. Document compliance requirements	3.1 Complete and check branding of timber in line with regulatory requirements. 3.2 Obtain forest certification records and forward to relevant authorities. 3.3 Complete compliance records and reports and submit to appropriate internal and external personnel 3.4 Report breaches of compliance to those with sufficient authority to correct them.

Foundation Skills

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

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Reading skills to:	• interpret regulatory requirements and workplace documentation.
Oral communication skills to:	• liaise with government and customs officials, customers and suppliers who are sometimes from different countries and cultures.
Numeracy skills to:	• calculate timber volumes, costs and treatment strengths**.**

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3250A Prepare timber to meet import/export compliance requirements

Links

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

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Assessment Requirements for FWPCOT3250 Prepare timber to meet import/export compliance requirements

Modification History

Release	Comment
1	Replace equivalent FPICOT3250A Prepare timber to meet import/export compliance requirements, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow regulatory requirements and codes of practice relevant to importing/exporting timber
- follow organisational policies and procedures relevant to importing/exporting timber
- interpreting regulatory requirements for importing/exporting timber in Australia
- identify timber species, wood properties and timber biohazards
- determine compliance requirements for the organisation in relation to importing/exporting timber, and the risks and consequences of breaches
- examine timber and determine the appropriate requirements for compliance
- ensure appropriate arrangements are made for compliance
- complete documentation related to compliance.

Knowledge Evidence

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

- regulations, standards and codes of practice for identifying timber import and export requirements including knowledge of customs and biosecurity requirements

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- environmental protection requirements, including the safe disposal of waste material
- organisational and site standards, requirements, policies and procedures for identifying timber import and export requirements
- timber species identification techniques
- wood properties and how these relate to fungal and insect risks associated with importing/exporting timber
- range of timber treatments meeting biosecurity requirements
- branding and labelling requirements to ensure compliance
- forest certification systems and chain of custody procedures
- established communication channels and protocols
- procedures for recording and reporting records and information.

Assessment Conditions

The following resources must be made available:

- timber for import or export
- relevant personnel for the purposes of communicating information
- documents, spreadsheets and commonly used proforma documents
- regulations, workplace requirements and site standards for preparing timber to meet import/export compliance requirements.

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

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FWPCOT3251 Promote the carbon benefits of wood products

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3251A Promote the carbon benefits of wood products, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to promote the carbon benefits of wood products to customers in a timber merchandising environment. It includes the application of knowledge of carbon capture and storage.

The unit applies to Timber Advisor, Sales and Merchandising Team Leader, Timber Manufactured Products Technician.

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

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Timber Merchandising

Wood Panel Products

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*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.*

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ELEMENTS	PERFORMANCE CRITERIA
1. Recommend the carbon benefits of wood products	1.1 Explain the range of wood products to customer. 1.2 Outline the process of carbon capture and storage in wood products. 1.3 Provide and compare carbon storage figures for a range of wood products. 1.4 Provide advice on available product range and their carbon storage figures. 1.5 Provide product information to customers to assist them in their purchasing decisions.
2. Produce and install merchandise for a promotion on the carbon benefits of wood products	2.1 Establish targets for a promotional campaign on the carbon benefits of wood. 2.2 Develop a merchandising plan to promote the carbon benefits of wood products. 2.3 Analyse sales information on customer buying habits. 2.4 Design a range of promotional elements for use in the campaign. 2.5 Obtain approval for promotional elements and installation concepts. 2.6 Construct materials to meet the design elements. 2.7 Install display, promote carbon benefits of wood products 2.8 Review customer feedback to measure the effectiveness of the promotional campaign.

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:	• persuade people of the benefits of wood products • explain concepts to customers
Writing skills to:	• develop a plan for a promotional campaign

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Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3251A Promote the carbon benefits of wood products

Links

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

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Assessment Requirements for FWPCOT3251 Promote the carbon benefits of wood products

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3251A Promote the carbon benefits of wood products, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:
- follow organisational policies and procedures relevant to promoting the carbon benefits of wood products
- provide advice to customers on available product range and their carbon storage figures
- recommend suitable wood products to customers
- prepare and conduct a campaign to promote the carbon benefits of wood products
- analyse the effectiveness of a campaign to promote the carbon benefits of wood products.

Knowledge Evidence

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

- the wood products available to customers
- how trees capture and store carbon
- carbon storage figures and the importance of carbon balance
- principles of developing a promotional campaign
- continuous improvement processes and systems
- selling techniques

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- campaign planning and evaluation.

Assessment Conditions

The following resources must be made available:

- information about wood products available to customers.
- organisational policies and procedures relevant to promoting the carbon benefits of wood products
- relevant personnel for the purposes of communicating information

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

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FWPCOT3252 Use environmental care procedures to undertake fire salvage operations

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Application

This unit of competency describes the outcomes required to undertake tree salvaging following forest fires, in line with a salvage plan that incorporates effective environmental procedures and sustainability principles.

The unit applies to Forestry Worker, Harvesting Technician, Mobile Equipment Operator.

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

Harvesting and Haulage

Elements and Performance Criteria

Element *Elements describe the essential outcomes.*	**Performance Criteria** *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.*
1. Identify environmental care	1.1 Review work order and environmental care requirements.

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Element	Performance Criteria
requirements	1.2 Identify and report existing and potential environmental risks and hazards to relevant personnel
2. Prepare for fire salvage operations	2.1 Review and confirm schedule for salvaging. 2.2 Identify and confirm preliminary site work and operational activities. 2.3 Assess tree location and stability for conditions likely to affect safety and merchandising priorities. 2.4 Select equipment appropriate to work and environmental care requirements in line with workplace procedures. 2.5 Check equipment for operational effectiveness in line with manufacturer's specifications. 2.6 Confirm planning permits and access permission.
3. Perform fire salvage operations	3.1 Establish and maintain communication with others on site to ensure safety. 3.2 Monitor movement and whereabouts of others on site. 3.3 Undertake pre-harvesting environmental care requirements. 3.4 Salvage designated trees in line with salvage plan. 3.5 Disperse or handle heads and non-merchantable stems in line with work order. 3.6 Haul logs to logs landings and ensure landscape is left in safe condition suitable for regeneration.
4. Complete documentation	4.1 Tally and record product volumes from salvage site. 4.2 Report variations in line with workplace procedures. 4.3 Record and report operations and environmental care procedures in line with workplace procedures. 4.4 Report breaches or potential breaches of relevant environmental regulations.

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:	• navigate using GPS systems • read topographic maps to interpret site conditions.

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Oral communication skills to:	• use standard VHF&UHF radios for communication.
Writing skills to:	• accurately record and maintain workplace documentation.

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPCOT3252 Use environmental care procedures to undertake fire salvage operations Release 2	FWPCOT3252 Use environmental care procedures to undertake fire salvage operations Release 1	Minor typographical errors corrected.	Equivalent unit

Links

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

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Assessment Requirements for FWPCOT3252 Use environmental care procedures to undertake fire salvage operations

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- safely and efficiently use environmental care procedures to undertake fire salvage operations
- follow regulatory requirements and codes of practice relevant to fire salvage operations
- follow organisational policies and procedures relevant to environmental care requirements
- assess, prepare for and carry out a fire salvage operation
- use safe work practices
- safely use plant and equipment associated with fire salvage operations, including:
  - harvesting plant and equipment
  - chainsaw harvesting techniques
- record and report all information and data related to the fire salvage operation.

Knowledge Evidence

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

- workplace regulations, standards, codes of practice and established safe practices for using environmental care procedures to undertake fire salvage operations
- any activities and directives prescribed under legislation or required for standard certification requirements or as a management priority including:
  - soil erosion mitigation
  - track, road, drainage and crossing maintenance
  - weed management

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  - rehabilitation prescriptions
  - watercourse protection
  - flora and fauna management
  - run-off minimisation
  - buffer zone and filter strip maintenance
  - protection of remnant habitat
  - identification of cultural sites
- organisational and site standards, requirements, policies and procedures for using environmental care procedures to undertake fire salvage operations including any of the above.
- principles of ecological sustainability as they pertain to the specific forest type, landscape and fire regime to which the coupe or forest is exposed
- characteristics of trees and timber defects
- assessment of fire damaged trees, including for stability and:
  - whether or not it is safe to leave standing
  - its merchantability
  - how it should be felled
- fire salvage operations and strategies
- harvesting and extraction methods
- established communication channels and protocols including notification to authorities
- problem identification and resolution strategies in relation to plant and equipment used in salvage operations
- procedures for recording and reporting workplace information.

Assessment Conditions

The following resources must be made available:

- fire salvage site
- harvesting plant and equipment
- workplace requirements and site standards for using environmental care procedures to undertake fire salvage operations.

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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FWPCOT3253 Convert timber residue into products for further use

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3253A Convert timber residue into products for further use, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to convert timber residue from a process into products designed for further use.

The unit applies to Engineered Timber Products Technician, Production Technician, Machine Operator, Timber Fabricator.

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

Pre-requisite Unit

Nil

Unit Sector

Harvesting and Haulage

Sawmilling and Processing

Timber Manufactured Products

Timber Merchandising

Elements and Performance Criteria

ELEMENTS	**PERFORMANCE CRITERIA**
Elements describe the	*Performance criteria describe the performance needed to*

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ELEMENTS *essential outcomes.*	**PERFORMANCE CRITERIA** *demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.*
1. Prepare for residue conversion processing operation	1.1 Identify timber residue product outcome and determine conversion process. 1.2 Review work order and confirm with appropriate staff. 1.3 Assess timber residue in line with conversion process requirements. 1.4 Select equipment for work requirements and check for operational effectiveness. 1.5 Transfer and store timber residue in line with material handling specifications and chain of custody priorities.
2. Undertake conversion process	2.1 Confirm product specifications and quality standards, and set plant and equipment to ensure outputs are compliant. 2.2 Establish and maintain communication with others on site to ensure safety. 2.3 Operate plant and equipment in line with safety standards, environmental requirements and residue output obligations and specifications. 2.4 Monitor process, ensuring inputs and outputs are compliant with product specifications. 2.5 Monitor, contain and dispose of waste in line with environmental and organisational protocols. 2.6 Inspect products to ensure they meet work order. 2.7 Transfer and store products in line with material handling specifications and chain of custody priorities.
3. Record outputs	3.1 Tally and record product volumes and any associated additives required, for conversion to a marketable product. 3.2 Record and report outputs for quality control and certification. 3.3 Report variations to output in line with organisational requirements.

Foundation Skills

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

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Numeracy skills to:	• tally and record product volumes
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' instructions and maintenance recommendations.

Writing skills to:	• complete accurate basic records for production outcomes, equipment faults and maintenance requirements.
Problem solving skills to:	• identify problems and faults with equipment and demonstrate appropriate responses.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3253A Convert timber residue into products for further use

Links

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

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Assessment Requirements for FWPCOT3253 Convert timber residue into products for further use

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3253A Convert timber into products for further use, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- safely and effectively convert timber residue into products for further use
- follow organisational policies and procedures for converting timber residue
- read work order to establish conversion process requirements
- convert timber residue into marketable products in line with product specifications and environmental requirements
- monitor, contain and dispose of waste in line with environmental and organisational protocols
- transfer and store timber residue and products in line with chain of custody priorities
- report and record information about the conversion process.

Knowledge Evidence

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

- product grading and assessment techniques
- characteristics of wood chips and stock levels
- chip production process
- timber production processes
- storage systems and labelling

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- alternative products for timber residue
- established communication channels and protocols
- typical tools and equipment used to convert timber products, and procedures for their safe use and maintenance including
  - processing plant
  - hand tools
  - transfer systems
  - chippers
  - washing plants
  - aggregate sorters
- procedures for the recording, reporting and maintenance of workplace information
- environmental protection requirements, including the safe disposal of waste material (including preservative treated timber), the safe use and storage of chemicals and the cleaning of plant, tools and equipment
- organisational and site standards, policies and procedures for grading and handling wood and timber residue
- environmental risks and hazards.

Assessment Conditions

The following resources must be made available:

- timber residue to be converted
- conversion tools and equipment
- workplace requirements and site standards for converting timber residue into products for further use.

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

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FWPCOT3254 Implement environmentally sustainable work practices in the work area/work site

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3254A Implement environmentally sustainable work practices in the work area/work site, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to consider the environmentally sustainable work practices of the work site or work area, to identify opportunities for improvement, and gain support to put them into action.

The unit applies to a wide range of roles across all industry sectors.

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

Harvesting and Haulage

Sawmilling and Processing

Timber Manufactured Products

Timber Merchandising

Wood Panel Products

Timber Truss and Frame Design and Manufacture

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Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Examine work site/work area in relation to environmentally sustainable work practices	1.1 Source information on environmental and resource efficiency systems and procedures. 1.2 Measure and document current resource usage. 1.3 Investigate and document current purchasing strategies 1.4 Examine current work processes to assist in identifying areas for improvement
2. Set targets for improvement	2.1 Seek input from stakeholders, appropriate personnel and specialists about providing solutions for work site/work area environmental issues 2.2 Consider alternative solutions to work site/work area environmental issues and communicate to appropriate personnel 2.3 Set environmental and resource efficiency targets 2.4 Develop an environmental and resource efficiency improvement plan for work site/work area
3. Implement environmental and resource efficiency improvement plan	3.1 Source appropriate techniques and tools to assist in achieving efficiency targets 3.2 Integrate the environmental and resource efficiency improvement plan with other operational activities 3.3 Seek suggestions and ideas about environmental and resource efficiency management from appropriate personnel and stakeholders, and implement where appropriate
4. Monitor performance	4.1 Document outcomes of efficiency targets and communicate to appropriate personnel and stakeholders 4.2 Review targets and environmental and resource efficiency improvement plan 4.3 Set new efficiency targets, and apply new tools and strategies where appropriate 4.4 Promote successful strategies and where possible, reward participants

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Foundation Skills

This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.	
Writing skills to:	• document, report and maintain workplace information and data.
Numeracy skills to:	• analyse workplace information and data • interpret charts, flowcharts, graphs and other visual information.
Oral communication skills to:	• work with staff and stakeholders to implement new and revised work practices.
Initiative and enterprise skills to:	• plan and implement revised work practices.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3254A Implement environmentally sustainable work practices in the work area/work site

Links

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

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Assessment Requirements for FWPCOT3254 Implement environmentally sustainable work practices in the work area/work site

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3254A Implement environmentally sustainable work practices in the work area/work site, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- develop and implement an environmental and resource efficiency improvement plan to meet efficiency targets and improve practice
- implement new approaches to work, in an effort to resolve and improve environmental and resource efficiency issues
- follow legal requirements and codes of practice relevant to implementing environmentally sustainable work practices in the work site/work area
- follow organisational policies and procedures relevant to implementing and monitoring environmentally sustainable work practices in the work site/work area
- monitor targets and improvements for environmental and resource efficiency for the work site/work area
- record and report on environmental and resource efficiency activities.

Knowledge Evidence

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

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- environmental protection requirements, including the safe disposal of waste material, the safe use and storage of chemicals, the minimisation of carbon emissions and noise, the cleaning of plant, tools and equipment, and care of surrounding environment
- organisational and site standards, requirements, policies and procedures associated with environmentally sustainable work practices
- environmental risks and hazards
- procedures for minimising environmental impact
- using energy effectively and efficiently
- using material effectively and efficiently
- environmental and resource efficiency issues specific to industry practices
- workplace communication channels, protocols and procedures
- organisational structure and reporting channels
- procedures for recording and reporting workplace information.

Assessment Conditions

The following resources must be made available:

- organisational policies and procedures relevant to environmentally sustainable work practices in the work site/work area
- work site or work area
- regulations, workplace requirements and site standards for implementing environmentally sustainable work practices
- relevant personnel for the purposes of communicating information

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

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FWPCOT3255 Apply silvicultural principles

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Application

This unit of competency describes the outcomes required to access, interpret and apply sustainable silvicultural principles to forests. It applies to those who identify target species, and who select and maintain merchantable trees for forest operations.

The unit applies to Forestry technician, Nursery technician, Supervisor (Forestry operations), Tree planter, Silviculturist, Arboriculture technician

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

Harvesting and Haulage

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Prepare for silvicultural work	1.1 Identify and review information on regulatory requirements for sustainable forest operations for various forest types.

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ELEMENTS	PERFORMANCE CRITERIA
	1.2 Identify and interpret key principles and requirements that inform sustainable silvicultural methods and techniques. 1.3 Identify target species in line with approved forest operational plan and organisational procedures. 1.4 Review work order and identify and clarify sustainable forest requirements.
2. Assess forest condition	2.1 Select and use appropriate techniques and tools to measure tree and stand height. 2.2 Calculate basal area and assess tree dominance and crown vigour using an approved industry process. 2.3 Determine and record standing tree defects. 2.4 Identify and mark merchantable trees in line with organisational procedures.
3. Implement silvicultural practices	3.1 Calculate and apply tree retention and stocking criteria according to operational plan. 3.2 Select appropriate silvicultural methods and techniques to meet environmental and production requirements. 3.3 Identify situations requiring specialist advice and seek assistance.
4. Monitor work practices	4.1 Monitor and maintain sustainable forest practices. 4.2 Monitor and adjust work practices to meet changing conditions. 4.3 Identify and report non-compliant work practices to appropriate personnel. 4.4 Identify improved work practices and recommend improvements to silvicultural operations.
5. Maintain records	5.1 Revise and update forest operational plan and organisational procedures as required. 5.2 Record and report silvicultural activities 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.	
Numeracy skills to:	• determine forest growth in terms of number of trees per hectare, height, girth, basal area.

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Oral communication skills to:	• work effectively with others.
Reading skills to:	• interpret regulatory requirements and workplace documentation.
Planning and organising skills to:	• identify work requirements in line with site conditions • analyse data and requirements to plan effective operations.

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
FWPCOT3255 Apply silvicultural principles Release 2	FPICOT3255 Apply silvicultural principles Release 1	Minor typographical errors corrected	Equivalent unit

Links

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

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Assessment Requirements for FWPCOT3255 Apply silvicultural principles

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- application of appropriate industry-accepted silvicultural principles including:
  - slash or harvesting residue burning
  - scarification
  - enhancement planting or supplementary planting
  - fertilisation
  - thinning
  - pruning
  - waste thinning and non-commercial thinning
  - commercial thinning
  - harvesting
  - gapping
- follow organisational policies and procedures relevant to implementing and monitoring sustainable silvicultural principles
- monitor and maintain sustainable silvicultural activities
- identify and report non-compliant work practices
- complete relevant workplace reports.

Knowledge Evidence

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

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- principles, policies, procedures and requirements relevant to silviculture operation including the following:
  - environment protection and biodiversity conservation
  - silviculture codes and guidelines
  - ecological sustainability
  - environmental planning and assessment
  - threatened species conservation
  - critical habitat register
  - native vegetation
  - federal, state or territory forestry legislation and local government regulations
  - native forest legislation
  - specific site environmental management plans
  - relevant codes of practice, including Safe Work Australia code of practice 'Managing Risks in Forest Operations'
  - water catchment management
  - surface and ground water conservation requirements
  - relevant Australian and industry standards
  - hazard reduction policy and procedures
  - reforestation codes
  - fisheries and fish passage
  - National Parks and Wildlife legislation
  - good neighbour policies
  - duty of care
  - heritage and traditional landowner requirements
- environmental protection requirements and minimal impact strategies to support the implementation of silviculture practices
- growth habits of specific species under soil and environmental conditions
- regeneration requirements of plant species being managed
- soil conservation and erosion mitigation techniques and their advantages and disadvantages for specific sites and habitats
- the conditions that can alter or change and therefore require different silvicultural practices to protect the environment, including:
  - recently declared or potentially rare and endangered species identified
  - unexpected flora or fauna encountered
  - new or potential habitat
  - ecology or ecosystem changes
  - undergrowth and ground cover
  - canopy
  - environmental features
  - operational conditions
  - ground conditions

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  - weather conditions
  - wind
  - dust
  - smoke
  - fire
  - cultural sensitivity
  - forest type
  - land tenure
  - quality of roads and tracks
- effective communication procedures and protocols
- procedures for recording and reporting workplace activity.

Assessment Conditions

The following resources must be made available:

- forest operations site
- workplace requirements and site standards for applying silvicultural principles
- resources outlining the principles, policies, procedures and requirements for applying silvicultural principles
- relevant personnel for the purposes of communicating information

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

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FWPCOT3256 Apply biodiversity protection principles

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3256 Apply biodiversity protection principles, which was first released with FPI11 Forest and Forest Products Training Package Version 2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to access, interpret and apply biodiversity principles and requirements, including monitoring work practices for compliance, and maintaining forest documentation and records.

The unit applies to those who work to identify and protect forest habitats, threatened species, microclimates and landscape features, and who conduct hazard-reduction in an operational forest environment.

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

Harvesting and Haulage

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*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.*

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ELEMENTS	PERFORMANCE CRITERIA
1. Prepare for work	1.1 Identify and review information on regulatory requirements for the application of biodiversity protection principles for various forest types. 1.2 Identify and interpret key principles and requirements that apply to ecological and biodiversity protection. 1.3 Identify sensitive ecological and biodiversity sites, habitats, landscape features and protection zones in the forest operational plan and maps.
2. Implement biodiversity protection principles	2.1 Review work order and identify and clarify ecological and biodiversity requirements. 2.2 Identify endangered communities, threatened species, ecological habitats, sensitive landscape features and protection zones in the field. 2.3 Identify and report existing and potential ecological risks and hazards. 2.4 Apply protection measures for endangered communities, threatened species, ecological habitats and sensitive landscape features and protection zones in line with codes of practice and operational plan. 2.5 Select, apply and verify protection zone methods and materials with appropriate personnel. 2.6 Identify situations requiring specialist advice and seek assistance in line with organisational requirements.
3. Monitor work practices	3.1 Monitor and adjust work practices to meet changing conditions 3.2 Monitor and maintain ecological and biodiversity protection work practices in line with codes of practice and operational plan 3.3 Identify and report non-compliant work practices to appropriate personnel 3.4 Identify improved work practices and make recommendations to improve operations
4. Maintain records	4.1 Update operational plans with any new threatened species or habitat protection prescriptions. 4.2 Record and report biodiversity protection activities to appropriate personnel.

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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:	• work effectively with others to maintain sound ecological and biodiversity protection work practices.
Reading skills to:	• interpret regulatory requirements and workplace documentation.
Planning and organising skills to:	• identify work requirements in line with site conditions • analyse data and requirements to plan effective operations.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3256 Apply biodiversity protection principles

Links

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

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Assessment Requirements for FWPCOT3256 Apply biodiversity protection principles

Modification History

Not applicable.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- access and interpret ecological and biodiversity protection requirements
- safely and effectively apply biodiversity protection principles to various types of forests
- follow organisational policies and procedures relevant to implementing and monitoring ecological and biodiversity protection of a forest
- monitor and maintain ecological and biodiversity protection practices
- identify and report non-compliant work practices
- complete workplace documentation.

Knowledge Evidence

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

- applicable regulatory and legal requirements that affect forest operations in relation to ecological and biodiversity protection:
  - Environment Protection and Biodiversity Conservation Act 1999 (the EPBC Act)
  - Threatened Species Conservation Act
  - Native Vegetation Act
  - native forest legislation
  - private native forest codes
  - forest operational plans
  - environmental legislation, policy and procedures
  - environmental planning and assessment
  - specific site environmental management plans
  - relevant codes of practice
  - water catchment management
  - surface and ground water conservation requirements
  - relevant Australian standards and industry standards
  - hazard reduction policy and procedures
  - plantation legislation

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    - plantation and reforestation code
    - fisheries and fish passage
    - national parks and wildlife legislation
    - good neighbour policies
    - award and organisational agreements
    - heritage and traditional landowner
    - forest certification, including Forest Stewardship Council (FSC) and Australian Forestry Standard (AFS) certification
- forest operational plans including one or more of the following:
    - forest operations plan
    - harvesting plan
    - plantation establishment plan
    - coupe plan
    - roading plan
    - drainage plan
    - sediment and erosion control plan
- habitats including any area or region where local animals, plants or organisms may live or rely upon for food, water, shelter or breeding purposes:
    - habitat plants and trees, including:
        - specific species
        - burrow
        - food
        - roost
        - nest
    - recruitment trees
    - hollow logs
    - rocky outcrops
    - rock overhangs
    - caves
    - soil mounds
    - creek or river banks
    - sheltered valleys or canyons
- any other site, feature or zone listed as habitat or potential habitat
- protection zones where operational conditions are varied by prescriptions for the management of ecological and biodiversity values including:
    - buffer zones
    - filter strips
    - riparian protection areas
    - exclusion zones
    - conservation management plan

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- regulations, standards, codes of practice and established safe practices for ecological and biodiversity protection
- established communication channels and protocols
- procedures for recording and reporting workplace information.

Assessment Conditions

The following resources must be made available:

- forest operation site
- workplace requirements and site standards for applying biodiversity protection principles.
- relevant personnel for the purposes of communicating information

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

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FWPCOT3257 Follow cultural heritage requirements

Modification History

Release	Comment
1	Replaces equivalent FPICOT3257 Follow cultural heritage requirements, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to identify and protect indigenous, historical and natural heritage sites in line with relevant legislation.

The unit applies to those who identify cultural heritage sites, apply protective measures, and monitor work practices with the aim of improving cultural heritage awareness and care in a variety of work settings, including a forest or private native forest, horticultural, domestic, local council or emergency services environment.

The unit applies to Forestry Worker, Harvesting Technician, Machine Operator.

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

Harvesting and Haulage

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	PERFORMANCE CRITERIA *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.*

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ELEMENTS	PERFORMANCE CRITERIA
1. Access and interpret cultural heritage requirements	1.1 Identify and review information relevant to recognising and following cultural heritage protection, maintenance and recording. 1.2 Identify and interpret key principles and requirements that apply to cultural heritage protection and preservation. 1.3 Identify partnership arrangements and relationships with appropriate government departments, agencies and other relevant community organisations. 1.4 Identify indigenous, historical and natural heritage sites and/or objects in the forest operational plan and maps.
2. Apply cultural heritage requirements	2.1 Review work order and identify and clarify the potential impact on cultural heritage with appropriate personnel. 2.2 Locate and identify indigenous, historical and natural heritage sites and/or objects in the field. 2.3 Assess and report risks and hazards to cultural heritage sites. 2.4 Apply relevant requirements for the selection and use of protection zones, signage, field markings and equipment. 2.5 Carry out cultural heritage protection measures in line with legal requirements. 2.6 Identify situations requiring specialist advice and seek assistance.
3. Monitor work practices	3.1 Monitor and adjust work practices to meet changing conditions. 3.2 Monitor and maintain cultural heritage protection measures. 3.3 Identify and report non-compliant work practices to appropriate personnel. 3.4 Identify improved work practices and make recommendations for improvements.
4. Maintain records	4.1 Revise and update forest operational plans. 4.2 Record and report work activity in line with organisational requirements.

Foundation Skills

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

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Oral communication skills to:	• work effectively with others in following and maintaining cultural heritage requirements • identify situations requiring specialist advice
Reading skills to:	• interpret: • cultural heritage legislation
Writing skills to:	• revise and update forest operational plans
Problem solving skills to:	• identify non-compliant work practices
Planning and organising skills to:	• monitor and adjust work practices

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3257 Follow cultural heritage requirements

Links

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

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Assessment Requirements for FWPCOT3257 Follow cultural heritage requirements

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3257 Follow cultural heritage requirements, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- safely and effectively follow cultural heritage requirements
- follow regulatory requirements and codes of practice relevant to implementing cultural heritage protection principles
- follow organisational policies and procedures for implementing and monitoring cultural heritage protection principles
- monitor and maintain cultural heritage protection procedures
- identify and report non-compliant work practices
- complete relevant workplace reports.

Knowledge Evidence

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

- regulations, standards, codes of practice and established safe practices relevant to the processes for implementing and monitoring cultural heritage protection procedures including those related to:

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  - Commonwealth, state or territory and local departments, authorities, commissions or offices responsible for and administering cultural heritage legislation, codes, guidelines and policy and procedures
  - Indigenous affairs and culture
  - heritage and history
  - environment
  - sustainability
  - forestry
  - parks and wildlife
  - water
- organisational and site standards, requirements, policies and procedures associated with cultural heritage protection
- the importance of indigenous, historical and natural heritage conservation including:
- any place or object of significance to indigenous people because of their traditions, observances, lore, customs, beliefs and history including:
  - sacred sites
  - ceremonial sites
  - burial sites
  - rock art and engravings
  - ochre pits
  - scatter sites
  - scarred or carved trees
  - stone arrangements or bora rings
  - stone tool manufacture and grinding sites
  - artefacts
  - massacre sites
- Historical heritage aspects including the legacy of physical artefacts inherited from past generations, maintained in the present and bestowed for the benefit of future generations including:
  - buildings
  - constructions
  - mining ruins
  - roadways
  - landscape features, including:
  - convict markings or carvings
  - blazed trees
  - historic locations and sites
  - monuments
  - historic artefacts and objects
- Natural heritage knowledge of outstanding physical, biological and geological features including:

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  - physiological feature
  - paleontological feature
  - biological formation
  - habitat of protected, rare or endangered species
  - specific species management area
  - scientific site
  - educational significant site
  - spiritual site
  - nature reserve
  - wilderness area
- procedures for preventing harm to cultural heritage sites and objects including protection zone requirements
- established communication channels and protocols
- procedures for recording and reporting workplace activity.

Assessment Conditions

The following resources must be made available:

- legislation relating to cultural heritage principles
- forest operation site
- organisational policies and procedures relevant to following cultural heritage principles.

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

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FWPCOT3258 Comply with soil and water protection

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3258 Comply with soil and water protection, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to protect soil, water and water catchments from erosion, sediment and other pollutants.

The unit applies to those who put in place erosion, sediment control and pollution prevention measures in a variety of work settings, including: a forest, horticultural, domestic, local council or emergency services environment.

The unit applies to Forestry technician, Nursery technician, Supervisor (Forestry operations), Tree planter, Silviculturist, Arboriculture technician, Mobile equipment operator

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

Pre-requisite Unit

Nil

Competency Field

Unit Sector

Forest Growing and Management

Harvesting and Haulage

Elements and Performance Criteria

ELEMENTS *Elements describe the*	**PERFORMANCE CRITERIA** *Performance criteria describe the performance needed to*

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ELEMENTS *essential outcomes.*	**PERFORMANCE CRITERIA** *demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.*
1. Prepare for work	1.1 Identify and review organisational and legal requirements relevant to soil and water protection for various forest types. 1.2 Identify and interpret key principles and requirements that apply to erosion mitigation, sediment and other pollutant control, surface/ground water protection and catchment. 1.3 Identify and review operations plan and clarify work requirements with appropriate personnel.
2. Conduct erosion and other pollutant control measures	2.1 Identify soil erodibility, adverse weather, environmental features and other factors likely to influence soil and water protection measures. 2.2 Select and use materials, equipment and machinery in line with regulatory requirements. 2.3 Apply erosion, sediment and other pollution control measures in line with forest operational plans. 2.4 Identify situations requiring specialist advice and seek assistance.
3. Monitor work practices	3.1 Monitor and adjust work practices to meet changing conditions. 3.2 Monitor and maintain erosion, sediment and other pollutant control measures in line with organisational requirements. 3.3 Identify and report non-compliant work practices to appropriate personnel. 3.4 Identify improved work practices and make recommendations for improved work.
4. Maintain records	4.1 Revise and update forest operational plan and organisational procedures as required. 4.2 Document and report work activities.

Foundation Skills

This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.	
Reading skills to:	• interpret regulatory requirements and workplace

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	documentation.
Oral communication skills to:	• work effectively with others to improve work practices.
Problem solving skills to:	• identify problems and faults and rectify.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3258 Comply with soil and water protection

Links

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

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Assessment Requirements for FWPCOT3258 Comply with soil and water protection

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3258 Comply with soil and water protection, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- effectively comply with soil and water protection requirements
- following regulatory or local government ordinance requirements, codes of practice, WHS and environmental policies for the protection of soil, water and water catchments
- follow organisational policies and procedures, relevant to the protection of soil, water and water catchments
- implement effective erosion mitigation, sediment and pollutant control, surface and ground water protection measures
- monitor and maintain erosion mitigation and sediment control processes and water catchment protection measures
- use effective communication and safe work practices
- identifying and reporting non-compliant work practices
- complete relevant workplace documentation.

Knowledge Evidence

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

- regulations, standards, codes of practice and established safe practices for soil and water protection procedures, including the following

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    - applicable regulations from all levels of government that affect forest operations in relation to soil and water protection including:
        - regional forest agreements
        - relevant codes of practice
        - forest operational plans
- organisational and site standards, requirements, policies and procedures relevant to soil and water protection
- techniques and measures relevant to erosion mitigation including the majority of the following:
    - walk-over techniques
    - minimal disturbance techniques
    - crown and cross fall drainage
    - cross bank drainage
    - relief culverts on roads
    - mitre and table drains on roads
    - armouring/gravelling of roads
    - crossing and draining surfaces
    - batter stabilisation
    - contour banks and channels
    - gabions
    - sediment basins
    - riparian buffer zones
    - outlet protection structures
    - revegetation
- factors that are likely to influence soil and water protection measures including:
    - track and road maintenance
    - drainage structures
    - setting of contour lines
    - slope measurement techniques
    - boundaries and survey markers
    - site preparation techniques
    - site cultivation techniques
    - disposal of logging waste materials
    - windrowing placement and techniques
    - tree selection and felling techniques
    - log dump locations and techniques
    - log extraction and haulage techniques
    - clearing techniques
- environmental features that can be adversely effected if soil erosion occurs, or if inundated with sediment of other pollutants including the majority of the following:

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  - trees, understorey and other vegetation
  - drainage lines and drainage depressions
  - water course, creeks and rivers
  - lakes, swamps and wetlands
  - aquatic species
  - steep slopes
  - caves
  - historic and cultural heritage sites
  - road and water supply infrastructure
- Other pollution control measures including:
  - fuel containment barriers
  - chemical spillage barriers
  - containment and removal of waste, including rubbish litter and human waste
- risks and hazard identification relevant to soil and water protection
- established communication channels and protocols
- procedures for recording and reporting workplace information.

Assessment Conditions

The following resources must be made available:

- forest operations site
- workplace requirements and site standards for complying with soil and water protection principles.

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

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FWPCOT3259 Operate a four wheel drive on unsealed roads

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3259 Operate a four wheel drive on unsealed roads, which was first released with FPI11 Forest and Forest Products Training Package Version 1.0. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to safely operate a four wheel drive (4x4) vehicle on unsealed roads.

The unit applies to operating a 4x4 vehicle in a variety of work settings with different terrains.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction.

Pre-requisite Unit

Nil

Unit Sector

Forest Growing and Management

Harvesting and Haulage

Sawmilling and Processing

Timber Manufactured Products

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Identify four-wheel	1.1 Access, interpret and apply information relevant to

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ELEMENTS	PERFORMANCE CRITERIA
drive specific terms and terminology	operating a four-wheel drive vehicle on unsealed roads. 1.2 Identify the structural and handling differences between a conventional two-wheel drive vehicle and a four-wheel drive vehicle. 1.3 Identify four-wheel drive techniques.
2. Conduct checks of 4x4 vehicle and equipment	2.1 Perform pre-start checks. 2.2 Secure loads in line with organisational, workplace safety and environmental requirements. 2.3 Select suitable navigation aids where necessary. 2.4 Advise passengers of any special safety precautions to be taken when traversing rough terrain. 2.5 Check that tyre pressure is suitable for terrain and that it is changed as required in line with organisational procedures. 2.6 Select and access maintenance equipment prior to departure after considering the contextual issues.
3. Prepare for 4x4 operations	3.1 Identify and follow work health and safety (WHS), environmental, and organisational requirements relevant to operating a 4x4 vehicle. 3.2 Determine type of operation and ensure safe operating conditions. 3.3 Establish communication with others and choose the required safety mechanisms in line with organisational requirements.
4. Operate 4x4 vehicle on unsealed terrain types	4.1 Continually monitor the track to identify hazards, assess risks, and select the best route in line with WHS and environmental requirements. 4.2 Identify situations where the engagement of four-wheel drive is required and engage front hubs or centre differential lock where fitted. 4.3 Use appropriate range, gear, speed, driving and braking technique to negotiate a range of terrain types while maintaining control of vehicle at all times. 4.4 Check brakes and undercarriage after negotiating varying terrain. 4.5 Park and shut down 4x4 vehicle in line with manufacturer specifications and organisational requirements.
5. Operate 4x4 vehicle on	5.1 Inspect intended 4x4 vehicle path prior to negotiation of slope.

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ELEMENTS	PERFORMANCE CRITERIA
a steep slope	5.2 Use appropriate range, gear, speed, driving and braking technique to negotiate a steep slope, while maintaining control of vehicle. 5.3 Use control braking to ascend and descend, and avoid skidding. 5.4 Maintain traction in line with requirements of 4x4 vehicle. 5.5 Apply appropriate automatic and manual techniques when 4x4 vehicle cannot proceed any further on a steep slope due to traction problems.
6. Perform maintenance and minor repairs on 4x4 vehicles	6.1 Perform operational maintenance and minor repairs as detailed in the vehicle operator manual and report vehicle defects to the appropriate person. 6.2 Demonstrate safe use of a jack to support a 4x4 vehicle while changing a tyre under relevant road terrains and conditions within the operating environment 6.3 Clean and store 4x4 vehicle and equipment after use in line with manufacturer specifications and organisational procedures. 6.4 Document maintenance and minor repairs in line with organisational procedures.

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:	• correctly adjust tyre pressure and follow operating instructions on instruments for checking, repairing and operating a four wheel drive vehicle • estimate the impact of shape of terrain on driving conditions • estimate time of a journey, water depth and fuel consumption.
Reading skills to:	• follow instructions in safety and equipment manuals when checking and operating four wheel drive vehicle • interpret diagrams on equipment or in operational manuals.
Problem solving skills to:	• identify problems and equipment faults in four wheel drive vehicles and demonstrate appropriate response procedures • identify potential hazards and operational faults when driving four wheel drive vehicles and demonstrate appropriate response procedures • demonstrate appropriate response procedures to driving conditions when driving four wheel drive vehicles.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3259 Operate a four wheel drive on unsealed roads

Links

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

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Assessment Requirements for FWPCOT3259 Operate a four wheel drive on unsealed roads

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3259 Operate a four wheel drive on unsealed roads, which was first released with FPI11 Forest and Forest Products Training Package version 1.0. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow applicable workplace safety, environmental and regulatory requirements and codes of practice relevant to operating a 4x4 vehicle
- follow organisational policies and procedures relevant to operating a 4x4 vehicle, including:
  - own work role and responsibilities
  - procedural manuals
  - quality and continuous improvement
  - WHS, emergency and evacuation procedures
  - recording and reporting requirements
  - equipment use, maintenance and storage requirements
  - environmental management requirements
- communicate and work safely with others in rough terrain when operating a 4x4 vehicle
- perform pre-start checks of vehicle and equipment suitable to different terrains by checking loads and tyre pressure, selecting navigation aids and advising passengers of safety precautions
- operate safely, a 4x4 vehicle, on unsealed road conditions and different terrain types, including negotiating steep slopes, by identifying hazards and assessing risks
- use appropriate range, gear, speed, driving and braking techniques safely when operating a 4x4 vehicle on a steep slope

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- demonstrate safe use of a jack to support a 4x4 vehicle while changing a tyre under relevant road terrains and conditions within the operating environment
- park and shut down 4x4 vehicle in line with ***manufacturer specifications*** and organisational requirements
- perform and document operational maintenance as permitted by vehicle operator handbook.

Knowledge Evidence

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

- four wheel drive operational information
- structural differences between conventional two wheel drive and a four wheel drive including:
  - recovery hooks and mounting features
  - purpose and use of front wheel hubs
  - factors affecting tyre size, fitment, rating and pressure
- applicable regulations, standards, codes of practice and established safe practices relevant to the operating a 4x4 vehicle
- road rules, regulations, permit and licence requirements of the relevant state or territory
- environmental protection requirements including the safe disposal of waste material
- prestart checks for 4 x 4 vehicle on:
  - fuel, either diesel, gas or petrol
  - water
  - oil
  - brake and transmission fluid levels
  - battery water levels and electrolyte checks
  - tyres
  - belts
  - leads
  - hydraulic lines and connections
  - air cleaners
  - brakes
  - off-road safety equipment
  - traction devices
- Types of communication equipment including:
  - personal location beacon (PLB)
  - flares
  - markers
  - phone
  - radio
  - V-Sheet

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- safe operating conditions for a 4 X 4 vehicle
  - interpreting weather conditions to determine suitability for driving
  - determining food, water, PPE (sunglasses, high-visibility vest, etc.) and clothing requirements for journey
  - selecting routes to minimise damage to the environment
  - on and off-road conditions
  - traffic pattern and density
  - visibility
  - loading of four-wheel drive, including techniques to reduce overloading
- types of environmental risks and hazards associated with operating a 4x4 vehicle on unsealed roads including:
  - rocks and other unexpected obstacles
  - damage to vehicle
  - tidal influences
  - fire in vehicle
  - faulty brakes
  - leaking fuel
  - faulty steering mechanism on vehicle
  - animals and objects in vehicle path
  - crocodiles and snakes in some areas
  - windy or foggy sections of terrain
  - steep slopes
  - side slopes
  - slippery surfaces
  - land slides
  - overhead tree limbs
  - black ice
  - towing trailers
  - other vehicles
  - fallen trees, limbs and logs
  - icy terrain
  - flooded terrain
  - oil on road
  - parked vehicles on road
  - pedestrians on or near the road
  - poor visibility
- 4x4 driving techniques in different terrains including:
  - smooth
  - rough
  - uneven

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  - slippery
  - wet
  - boggy
  - sandy
  - steep or hilly
  - rock
  - icy
  - snow
  - mud, including:
    - brown clay
    - black silt
    - salt pan mud
    - red
  - hard ground
  - water
- operational knowledge of a 4x4 vehicle, including controls, instruments, indicators and their use
- tyre management principles for checking, changing and maintenance
- workplace communication channels and protocols
- techniques for travelling in convoy
- problem identification and resolution strategies, and common fault-finding techniques relevant to safely operating a four wheel drive vehicle
- types of tools and equipment relating to a 4x4 vehicle, and procedures for their safe use and maintenance
- maintenance equipment including spares and fluids
- procedures for recording and reporting workplace information.

Assessment Conditions

The following resources must be made available:

- workplace location or simulated workplace offering conditions including different terrain on unsealed roads and steep slopes
- materials and equipment relevant to undertaking work applicable to this unit, including manual or automatic four-wheel drive or all-wheel drive
- specifications and work instructions relevant to workplace requirements and the safe operation of four wheel drive vehicles
- personal protective equipment required for operating a four wheel drive on unsealed roads
- relevant personnel for the purposes of communicating information.

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

Assessor requirements

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

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FWPCOT3260 Recover four wheel drive vehicles

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3260 Recover four wheel drive vehicles, which was first released with FPI11 Forest and Forest Products Training Package Version 2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to use recovery equipment and advanced skills to recover four-wheel drive (4x4) vehicles in difficult terrain conditions.

The unit applies to those who recover 4x4 vehicles in a variety of work settings.

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

Harvesting and Haulage

Sawmilling and Processing

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Plan 4x4 recovery	1.1 Survey site to identify hazards, assess risks and select suitable strategy.

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ELEMENTS	PERFORMANCE CRITERIA
	1.2 Select personal protective equipment appropriate to type of recovery operation. 1.3 Inform appropriate personnel of location. 1.4 Determine potential environmental impact of recovery.
2. Apply safe recovery method	2.1 Establish and maintain communications with appropriate personnel during recovery operations. 2.2 Determine recovery method based on the terrain conditions and circumstances. 2.3 Consider operating variables, define danger zone and apply strategies to reduce risk and environmental impact during recovery. 2.4 Determine the recovery equipment required and its availability. 2.5 Set up an exclusion zone. 2.6 Repair environmental damage where possible.
3. Use vehicle recovery equipment safely	3.1 Identify hazards and position recovery equipment safely. 3.2 Use safe operating procedures while using recovery equipment. 3.3 Use rated recovery equipment within limitations and capabilities.
4. Maintain vehicle recovery equipment	4.1 Carry out maintenance on recovery equipment. 4.2 Document equipment maintenance according to organisational procedures.

Foundation Skills

This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.	
Problem solving skills to:	• consider and determine recovery options.

Range of Conditions

Not Applicable

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Unit Mapping Information

FPICOT3260 Recover four-wheel drive vehicles

Links

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

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Assessment Requirements for FWPCOT3260 Recover four wheel drive vehicles

Modification History

Release	Comment
1	Replaces equivalent unit FWPCOT3260 Recover four wheel drive operations, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- safely and effectively recover a four wheel drive from varied situations
- use a winch and a snatch block (2:1) in difficult terrain, using ground anchor points for both hard ground and soft sand
- use one or more types of recovery equipment in a safe and efficient manner including devices and techniques for:
    - lifting
    - winching/towing
    - traction
    - support
    - protection
- demonstrate one or more pulling techniques including:
    - complex and multi-line
    - straight pull
    - double pull
    - starting vehicle
    - taking towed object to a location
    - using a winch

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- communicate effectively and follow safe work practices
- use and maintain relevant tools, machinery and equipment.

Knowledge Evidence

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

- organisational policies and procedures, codes of practice and established safe practices for recovering a 4x4 vehicle
- techniques for using jacks and other recovery equipment
- factors affecting choice of recovery equipment and mode of recovery
- issues to consider when defining danger zones
- effect of suction on vehicles to identify mass weight needed for cable and winch capacity
- hazards and safety issues associated with the use of jacks and recovery equipment
- environmental impacts of 4x4 operation
- established communication protocols
- typical tools and equipment, and procedures for their safe use and maintenance
- procedures for reporting and recording information
- environmental protection requirements, including the safe disposal of waste material
- environmental risks and hazards relevant to recovering 4x4 vehicles in difficult terrain conditions.
-

Assessment Conditions

The following resources must be made available:

- four wheel drive to recover
- varied terrains and conditions from which to recover vehicle
- equipment required to recover a four wheel drive vehicle
- relevant personnel for the purposes of communicating information
- documents, spreadsheets and commonly used proforma documents
- personal protective and safety equipment required for recovering a four wheel drive vehicle.

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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FWPCOT3261 Transport forestry logs using trucks

Modification History

Release	Comment
1	Replaces equivalent FPICOT3261 Transport forestry logs using trucks, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to drive log trucks to and from forestry harvesting sites, facilitate log loading and unloading, and deliver logs to their destination. Work is completed in in a variety of work settings, including forest environments, landings, log dumps, saw mills, wood chip mills, veneer mills, board/plywood mills.

The unit applies to those who transport forestry logs by driving heavy logging vehicles.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction.

Pre-requisite Unit

Nil

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Prepare to transport logs	1.1 Review work order and schedules and where required check with appropriate personnel. 1.2 Obtain coupe map to determine identify logging sites, truck entry, access and exit tracks and loading areas. 1.3 Determine required truck configuration to meet work order and load build requirements and confirm availability of truck and ancillary equipment. 1.4 Check transportation documentation for compliance with

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ELEMENTS	PERFORMANCE CRITERIA
	regulatory requirements for driving hours, load limits and dimensions.
2. Plan route	2.1 Select route and coupe entry and exits points to ensure efficient, safe and legal log movement and minimal environmental damage. 2.2 Ensure selected route complies with height, width, overhang and load limits of road infrastructure and environmental constraints. 2.3 Estimate time required to transport logs and account for fatigue management guidelines. 2.4 Confirm route, timings and coupe entry and exit points with appropriate personnel.
3. Facilitate log loading	3.1 Access site and determine safe manoeuvring approach for loading area with worksite personnel. 3.2 Position truck to avoid site and equipment hazards and to maximise load safety and security while loading. 3.3 Place and check log positioning equipment for loading, and reset as required. 3.4 Communicate with worksite personnel and machine operators to ensure safe loading location and processes and that load meets transport regulatory requirements. 3.5 Monitor loading, complete final check to ensure safe transport.
4. Secure logs prior to transport	4.1 Secure load with sufficient number and type of securing devices in line with loading guidelines and transport regulatory requirements. 4.2 Re-tension logs as required. 4.3 Fit overhang warning devices and signage to load to comply with transport regulatory requirements
5. Transport logs	5.1 Transport logs on planned or modified route considering conditions, road surfaces and fatigue management practices. 5.2 Monitor condition of tracks and roads and report unexpected ground, water, vegetation and other environmental conditions to appropriate personnel 5.3 Drive truck legally and safely using primary and subsidiary controls appropriate to conditions. 5.4 Monitor truck gauges and warning devices to detect and respond to operating faults and ensure operational safety. 5.5 Communicate with other drivers and road users to inform location and potential hazards. 5.6 Conduct periodic load safety checks and re-tension load in line

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ELEMENTS	PERFORMANCE CRITERIA
	with road conditions and regulatory requirements. 5.7 Keep communication channels open to ensure location is known at all times to allow for emergency assistance.
6. Facilitate log unloading	6.1 Complete site inductions and establish safe manoeuvring approach for unloading area with worksite personnel. 6.2 Follow site personnel directions to manoeuvre and park truck to avoid site and equipment hazards. 6.3 Shut down and secure truck in identified safe unloading zone. 6.4 Inspect load for log movement and make provisions to support logs requiring difficult control during release. 6.5 Release load securing devices in correct sequence for truck, trailer and load configuration and in line with site safe unloading procedures. 6.6 Make truck, trailer and ancillary equipment safe for return journey to coupe. 6.7 Record and report log shifting process and truck operating faults 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.	

Numeracy skills to:	• complete calculations, against regulatory specifications, of:
	  • heights, widths and weights of loads
	  • transportation distances, times and rest periods
	• read and interpret truck gauges and warning devices
	• record numerical data involving distances, times, weights and dimensions.

Oral communication skills to:	• ask questions and actively listen to clarify:
	  • contents of work orders and transport schedules
	  • locations of site loading and unloading areas
	  • unfamiliar site safety and operating procedures
	• provide clear unambiguous information to site personnel about loads and any problems expected with releasing unstable logs

Reading skills to:	• interpret: • workplace health and safety and other organisational procedures

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	• work orders and transport schedules • load manifests • transport regulations or plain English equivalent documents.
Writing skills to:	• complete accurate basic records for log shifting processes and truck operating faults.
Teamwork skills to:	• work cooperatively with site personnel and follow directions to complete safe and efficient loading and loading of logs.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3261 Transport forestry logs using trucks

Links

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

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Assessment Requirements for FWPCOT3261 Transport forestry logs using trucks

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3261 Transport forestry logs using trucks, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- plan the routes for and complete log movements using a truck or truck/trailer combination, in line with an individual work orders and transport schedule prescribing different load quantities, coupe locations and destinations for each job
- assess the load during loading operations to avoid:
  - uneven weight distribution
  - instability or uncontrolled collapse of the load
- assess the load during loading operations to account for:
  - requirements for trailer rigidity
  - turning clearance
  - overhang
  - projection above stanchions
  - crowning
  - weight distribution on truck and trailer axles
  - contact with bolsters, stanchions and other logs
- after each of the above transportation movements, complete accurate basic records for log shifting processes and truck operating faults.

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Knowledge Evidence

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

- purpose and content of applicable commonwealth, state or territory transport regulations for driving heavy logging vehicles with particular emphasis on load limits, allowable dimensions, driving hours, fatigue management and required rest breaks
- applicable fall from heights regulations and compliance requirements
- environmental protection practices relevant to driving heavy logging trucks to minimise:
  - fuel consumption
  - emissions
  - noise
  - damage to soil, water and other aspects of habitat
- key features of these varying environmental conditions and effects on driving heavy logging trucks:
  - sealed and unsealed roads and tracks
  - ground slope
  - ground hazards and obstacles
  - wind and dust
  - fog and rain
- typical safety hazards present at loading and unloading facilities and methods used to minimise associated risks
- methods used to:
  - plan time efficient routes and schedules to comply with regulations and environmental considerations
  - safely load, restrain and unload logs
- features, capabilities and capacities of logging trucks and trailers
- purpose, features and safe operation of equipment used to load, unload and transport logs:
  - log positioning equipment
  - load securing devices
  - overhang warning devices
  - communication equipment
- organisational procedures specific to transporting, loading and unloading logs:
  - workplace health and safety with particular emphasis on rest breaks and use of personal protective equipment
  - communication reporting lines
  - recording and reporting log shifting processes and truck operating faults.

Assessment Conditions

The following resources must be made available:

- logging trucks and trailers including one or more of the following:
  - rigid or articulated log trucks

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  - semi-trailers
  - jinkers
  - quad-dogs
  - B doubles
  - two-bay skeletal trucks
- safety fittings
- head boards
- cab guards
- log positioning equipment including one or more of the following:
  - bolsters
  - slippers
  - stanchions
  - chocks
- load securing devices including one or more of the following:
  - dogs and chains
  - binders/straps
  - webbing
  - lashings and winches
  - auto-tensioning devices
- overhang warning devices including one or more of the following:
  - flags
  - lights
  - reflectors
  - signs
- communication equipment including one or more of the following:
  - two-way radio
  - hands-free mobile phones
- personal protective equipment suitable for loading and unloading trucks
- maps for coupe location
- work order and transport schedules with instructions for equipment allocation, transport requirements and location of coupe and destination for logs
- template documents for recording log shifting processes and truck operating faults
- organisational procedures for transporting, loading and unloading logs.

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

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

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FWPCOT3262 Transport forestry produce using trucks

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3262 Transport forestry produce using trucks, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to drive trucks to and from forestry harvesting sites, facilitate loading and unloading, and deliver forestry produce to its destination. Produce could include bark, wood shavings, wood chips and biofuel materials. Work is completed in in a variety of work settings, including forest environments, log dumps, saw mills, wood chip mills, veneer mills, board/plywood mills.

The unit applies to those who transport forestry produce by driving heavy vehicles.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction.

Pre-requisite Unit

Nil

Unit Sector

Harvesting and Haulage

Sawmilling and Processing

Wood panel products

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*

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ELEMENTS	PERFORMANCE CRITERIA
1. Prepare to transport forestry produce	1.1 Review work order and schedules and where required check with appropriate personnel. 1.2 Identify harvesting sites, obtain coupe map and determine truck access. 1.3 Determine required truck configuration to meet work order and load requirements and confirm availability of truck and ancillary equipment. 1.4 Check transportation documentation for compliance with regulatory requirements for driving hours, load limits and dimensions.
2. Plan route	2.1 Obtain coupe map to select route and coupe entry and exits points ensuring efficient, safe and legal produce movement and minimal environmental damage. 2.2 Ensure selected route complies with height, width and load limits of road infrastructure and environmental constraints. 2.3 Estimate time required to transport produce and account for fatigue management guidelines. 2.4 Confirm route, timings and coupe entry and exit points with appropriate personnel.
3. Load forestry produce	3.1 Access site and determine safe manoeuvring approach for loading area with worksite personnel. 3.2 Position truck to avoid site and equipment hazards and to maximise load safety and security while loading. 3.3 Communicate with worksite personnel and machine operators to ensure safe loading location and processes and that load meets transport regulatory requirements. 3.4 Monitor loading and complete final check to ensure safe transport. 3.5 Secure load with sufficient number and type of securing devices in line with loading guidelines and transport regulatory requirements.
4. Transport forestry produce	4.1 Transport forestry produce on planned or modified route considering conditions, road surfaces and fatigue management practices. 4.2 Monitor condition of tracks and roads and report unexpected ground, water, vegetation and other environmental conditions to appropriate personnel 4.3 Drive truck legally and safely using primary and subsidiary controls appropriate to conditions. 4.4 Monitor truck gauges and warning devices to detect and respond

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ELEMENTS	PERFORMANCE CRITERIA
	to operating faults and ensure operational safety. 4.5 Communicate with other drivers and road users to inform location and potential hazards. 4.6 Conduct periodic load safety checks and realign load in line with road conditions and regulatory requirements. 4.7 Keep communication channels open to ensure location is known at all times to allow for emergency assistance.
5. Unload forestry produce	5.1 Complete site inductions and establish safe manoeuvring approach for unloading area with worksite personnel. 5.2 Follow site personnel directions to manoeuvre and park truck to avoid site and equipment hazards. 5.3 Shut down and secure truck in identified safe unloading zone. 5.4 Release load securing devices and unload forestry produce in line with site safe unloading procedures. 5.5 Make truck, trailer and ancillary equipment safe for return journey to coupe. 5.6 Record and report forestry produce shifting process and truck operating faults 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.	

Numeracy skills to:	• complete calculations, against regulatory specifications, of:
	  • heights, widths and weights of loads
	  • transportation distances, times and rest periods
	• read and interpret truck gauges and warning devices
	• record numerical data involving distances, times, weights and dimensions.

Oral communication skills to:	• ask questions and actively listen to clarify:
	  • contents of work orders and transport schedules
	  • locations of site loading and unloading areas
	  • unfamiliar site safety and operating procedures
	• provide clear unambiguous information to site personnel about loads
	• use positive language to discuss loading and unloading issues and

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	negotiate solutions.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders and transport schedules
	  • load manifests
	• transport regulations or plain English equivalent documents.

Writing skills to:	• complete accurate basic records for produce shifting processes and truck operating faults.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and transportation work using work order and schedules to guide activities. • plan time efficient haulage routes and schedule rest periods.
Teamwork skills to:	• work cooperatively with site personnel and follow directions to complete safe and efficient loading and loading of forestry produce.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3262 Transport forestry produce using trucks

Links

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

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Assessment Requirements for FWPCOT3262 Transport forestry produce using trucks

Modification History

Release	Comment
	Replaces equivalent unit FPICOT3262 Transport forestry produce using trucks which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- plan the route for and complete forestry produce movement using a truck or truck/trailer combination, in line with an individual work order and transport schedule prescribing different load quantities, coupe locations and destinations for each job
- after each of the above transportation movements, complete accurate basic records for forestry produce shifting processes and truck operating faults.

Knowledge Evidence

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

- purpose and content of applicable commonwealth, state or territory transport regulations for driving heavy forestry produce vehicles with particular emphasis on load limits, allowable dimensions, driving hours, fatigue management and required rest breaks
- applicable fall from heights regulations and compliance requirements
- environmental protection practices relevant to driving heavy forestry produce trucks to minimise:
  - fuel consumption
  - emissions
  - noise

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    - damage to soil, water and other aspects of habitat
- key features of these varying environmental conditions and effects on driving heavy forestry produce trucks:
    - sealed and unsealed roads and tracks
    - ground slope
    - ground hazards and obstacles
    - wind and dust
    - fog and rain
- typical safety hazards present at loading and unloading facilities and methods used to minimise associated risks
- methods used to
    - plan time efficient routes and schedules to comply with regulations and environmental considerations
    - safely load, restrain and unload forestry produce
- features, capabilities and capacities of forestry produce trucks and trailers
- purpose, features and safe operation of equipment used to load, unload and transport forestry produce:
    - load securing devices
    - communication equipment
- organisational procedures specific to transporting, loading and unloading forestry produce:
    - workplace health and safety with particular emphasis on rest breaks and use of personal protective equipment
    - communication reporting lines
    - recording and reporting forestry produce shifting processes and truck operating faults.

Assessment Conditions

The following resources must be made available:

- forestry produce trucks and trailers including one or more of the following:
    - rigid or articulated trucks
    - semi-trailers
    - jinkers
    - quad-dogs
    - B doubles
    - two-bay skeletal trucks
    - pocket road trains
- safety fittings
- head boards
- cab guards
- load securing devices including one or more of the following:

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  - tarpaulins and load covers
  - dogs and chains
  - binders/straps
  - webbing
  - lashings and winches
  - auto-tensioning devices
  - auto-tensioning devices
- communication equipment including one or more of the following:
  - two-way radio
  - hands-free mobile phones
- personal protective equipment suitable for loading and unloading trucks
- maps for coupe location
- work order and transport schedules with instructions for equipment allocation, transport requirements and location of coupe and destination for forestry produce
- template documents for recording produce shifting processes and truck operating faults
- organisational procedures for transporting, loading and unloading forestry produce.

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

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FWPCOT3263 Maintain and contribute to energy efficiency

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Application

This unit of competency describes the outcomes required to maintain energy efficient work practices and contribute to systems improvement with regard to energy efficiency.

The unit applies to a wide range of roles across all industry sectors.

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

Pre-requisite Unit

Nil

Unit Sector

Pulp and Paper Manufacturing

Forest Growing and Management

Harvesting and Haulage

Sawmilling and Processing

Timber Manufactured Products

Timber Merchandising

Wood Panel Products

Timber Truss and Frame Design and Manufacture

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA

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ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Identify requirements to maintain and contribute to energy efficiency	1.1 Identify and review requirements to maintain energy efficiency 1.2 Identify benefits relating to energy efficiency and the forest and wood products industry 1.3 Using a life-cycle analysis, compare the benefits of using forest and wood products to other building materials
2. Follow and promote energy efficient work practices	2.1 Adhere to site energy efficiency policy and procedures, including those related to recycling and waste management 2.2 Operate equipment to ensure maximum energy efficiency 2.3 Monitor own work practices to maintain energy efficiency 2.4 Promote positive aspects of the forest and wood products industry in comparison to other building materials to internal and external stakeholders
3. Contribute to systems improvement with regard to energy efficiency	3.1 Contribute to and support reviews of operations for improvements in energy efficiency 3.2 Identify opportunities for efficiencies in consumption or raw materials and progress through appropriate personnel 3.3 Identify opportunities for innovation in energy efficiency and progress through established channels.

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:	• measure and monitor performance.
Oral communication skills to:	• escalate issues requiring attention. • communicate with colleagues about energy efficiency.
Reading skills to:	• interpret policies and procedures.
Writing skills to:	• make reports about energy efficiency.
Initiative and enterprise skills to:	• find safer and more energy efficient ways of working.

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPCOT3263 Maintain and contribute to energy efficiency Release 2	FWPCOT3263 Maintain and contribute to energy efficiency Release 1	Minor typographical errors corrected	Equivalent unit

Links

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

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Assessment Requirements for FWPCOT3263 Maintain and contribute to energy efficiency

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to maintaining and contributing to energy efficiency
- the safe use of relevant equipment to complete work tasks while optimising energy efficiency
- participating in processes to improve energy efficiency.

Knowledge Evidence

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

- organisational and site standards, requirements, policies and procedures relevant to maintaining and contributing to energy efficiency
- environmental protection requirements, including the safe disposal of waste material and site recycling, recovery and waste management procedures
- workplace communication channels, protocols and procedures
- role of forests, forestry and forest products in carbon capture and storage
- role of the forest and timber products industry in minimising greenhouse emissions
- life cycle analysis of forests and forest products in comparison to other building materials.

Assessment Conditions

The following resources must be made available:

- policies and procedures relevant to energy efficiency.

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

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FWPCOT3264 Build and maintain timber stacks

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3264 Build and maintain timber stacks, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to safely build and maintain timber stacks in a variety of workplace settings, according to regulations and site procedures.

The unit applies to those stacking timber in a variety of work settings such as saw mills, veneer mills, board/plywood mills, frame and truss plants, timber product manufacturers, timber treatment plants and other settings such as timber warehouses and timber drying/kiln operations.

Licensing, legislative, regulatory or certification requirements apply to this unit but may differ according to state or territory jurisdiction. Refer to state or territory licensing body.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Timber Manufactured Products

Timber Merchandising

Wood Panel Products

Timber Truss and Frame Design and Manufacture

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA

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ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Prepare to stack timber.	1.1 Review work order to identify timber stack site plan. 1.2 Identify and follow safe work procedure for building and maintaining timber stacks. 1.3 Conduct a risk assessment in line with site requirements to address hazards and faults and to ensure safety of self, others and proposed timber stack, taking avoidable loss into account. 1.4 Follow traffic management plan. 1.5 Use safety gear and equipment in line with work health and safety (WHS) and site requirements. 1.6 Communicate with others as required, to ensure safety requirements are met, in line with site procedures. 1.7 Identify personal limitations related to building a timber stack and seek assistance as required, in line with site procedures.
2. Build timber stack.	2.1 Inspect timber to ensure it meets labelled or expected content and report non-compliant material to supervisor, in line with site and safety requirements. 2.2 Choose appropriate bearers to create required space for powered mobile plant to lift the stack. 2.3 Build the stack, check bearers and restrain timber in line with site requirements. 2.4 Manage maximum height of stack to suit environment and weather conditions, in line with industry safety standards and site requirements. 2.5 Identify problems and faults and report to supervisor in line with site procedures.
3. Maintain timber stack.	3.1 Perform routine checks as stack is built and during life of stack, and report defects to appropriate personnel in line with site requirements. 3.2 Repair timber stack as required, in line with site procedures and scope of own job role. 3.3 Store, reuse, recycle or dispose of waste material in line with site procedures and environmental requirements. 3.4 Complete and maintain workplace records and documentation according to site requirements.

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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:	• visually estimate length of bearers and stack ratios.
Oral communication skills to:	• interact appropriately with colleagues and others • report to supervisor and other appropriate personnel in line with site procedures.
Reading skills to:	• interpret work order • refer to powered mobile machinery manual.
Writing skills to:	• record and report workplace information.
Problem solving skills to:	• identify and respond to problems, faults, hazards and risk.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3264 Build and maintain timber stacks

Links

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

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Assessment Requirements for FWPCOT3264 Build and maintain timber stacks

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3264 Build and maintain timber stacks, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- stack timber and maintain timber stacks in line with safe work procedure, site standards and organisational requirements
- follow organisational policies and procedures relevant to building and maintaining a timber stack
- use safety gear and equipment required to build and maintain a timber stack, in line with site requirements
- communicate and work safely with others in the workplace
- identify and control hazards and risks associated with building a timber stack, in line with workplace requirements
- safely build timber stacks appropriate to the needs of the workplace
- record and report required timber stack and fault information in line with site requirements
- safely repair faults in a timber stack.

Knowledge Evidence

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

- work health and safety requirements, site standards and organisational policies and procedures for building and maintaining timber stacks

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- procedures for conducting a risk assessment which includes:
  - level and stability of individual packs
  - type of bearers
  - width, length and height of stack
  - weight of packs and stacks
  - duration of storage
  - type and strength of timber
  - type of lifting equipment
  - ground condition and stability in terms of slope, evenness, contamination and drainage
  - air-drying structure
  - unexpected obstacles
  - slippery or uneven surfaces
  - pedestrians on or near the timber stack
  - visibility
  - powered mobile machinery equipment faults or damage
  - ground strength to withstand the load of stacks and machinery
  - location of walkways, pathways and stores
  - top surface of ground
  - location of stack:
  - inside
  - outside under cover
  - in the open
  - monitoring and inspection procedures
  - storage area organisation
  - injury due to lifting, bending or crushing
  - machinery and equipment requirements
  - weather conditions.
- procedures for identifying hazards and risks associated with building and maintaining timber stacks as outlined in the range statement
- the use and importance of bearers including these needs:
  - be straight and not have knots
  - be identical in length in cross-section
  - not protrude from the stack
  - not be shorter than the stack
  - be laid flat
  - be in good condition
  - be able to withstand the environment
  - be checked for consistent thickness and shape
  - be correctly positioned
- criteria for site surface stability and building a stack

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- factors contributing to avoidable loss including:
  - inadequate stack support
  - packs that are not level
  - exposing the stack to adverse drying conditions
  - inadequate stack conditions (poor drainage, stacks close to ground)
  - inappropriate site layout
  - inadequate stack protection
  - pack damage
  - unstable stacking
  - timber stacked too high
- key components of a traffic management plan including:
  - ensure pedestrians are separated from powered mobile plants
  - allow safe entry and exit of mobile equipment and pedestrians
  - identify the most efficient route of travel
  - facilitate traffic flows
  - reduce the frequency of interaction with powered mobile plant
  - substitute a forklift with other suitable load shifting equipment
- methods to visually estimate length of bearers and ratio, grading, colour identification and tagging of stacked timber
- lengths, dimensions, tolerances, profiles and names of industry standard cross-sections
- communication strategies including hand signals and gestures
- common timber stack repair aspects including:
  - cordon off area from pedestrian access
  - install danger warning signage
  - replace damaged racking sticks, bearers or restraints
  - stabilise ground conditions, including top surface
  - stabilise packs and stacks
  - partially or fully rebuild packs and stacks
  - assess need for additional restraints
  - tighten loose restraints
- timber stacking tools and equipment, and procedures for their safe use and maintenance
- procedures for recording and reporting workplace information
- ‘Fit for work’ requirements, the impact of fatigue, and organisational policy and procedures for fatigue management
- standards for height of a timber stack inside, under cover and in the open.
- environmental protection requirements, including criteria for recycling and reusing material with faults and safely disposing of waste material.

Assessment Conditions

Assessment conditions

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The following resources must be made available:

- organisational policies and procedures relevant to building and maintaining timber stacks
- powered mobile machinery used to build and maintain timber stacks
- work order identifying timber stack site plan.

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

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FWPCOT3265 Cut timber or engineered wood product to profile

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 4.0.

Application

This unit of competency describes the skills and knowledge required to use profiling equipment for cutting timber or engineered wood products to a profile to produce moulded products in a manufacturing facility.

The unit applies to individuals who work as benchman, machine operators, timber products technicians, production technicians and press operators. Operators generally work under broad or limited direction to complete routine activities related to their own work, and take responsibility for their work.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety regulations, legislation and standards that apply to the workplace.

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
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for profiling timber or engineered	1.1 Review work order, specifications and workplace health and safety requirements, environmental protection practices and emergency

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
wood products	procedures for timber profiling operations and, where required, check with appropriate personnel 1.2 Identify and report hazards and use personal protective equipment according to workplace requirements and health and safety legislation to maintain safe work practices 1.3 Obtain the type and quantity of material for profiling from a storage location 1.4 Identify profile to be cut and select appropriate cutting blades according to specifications
2. Set up profiling equipment	2.1 Use equipment according to workplace health and safety procedures, manufacturer instructions and environmental protection practices 2.2 Follow lock-out procedures, select and attach machine guides and install cutting blades 2.3 Set depth of cut or profile according to the required shape and to minimise waste 2.4 Stack material in close proximity to maximise ease of machine feeding 2.5 Test equipment set-up for correct profile alignment through a trial run and adjust as required
3. Cut timber or engineered wood product to profile	3.1 Feed timber or engineered wood product into the machine at feed rate prescribed by organisational requirements 3.2 Follow, maintain and adjust cutting sequence to produce the required quantity and maximise feed rate 3.3 Check profiling process regularly and adjust to maintain desired depth and profile 3.4 Dispose of incorrect cuts, off-cuts and defective material according to environmental protection practices 3.5 Stack material safely in designated location according to work order
4. Complete operator maintenance	4.1 Lock out equipment according to workplace health and safety procedures 4.2 Check cutting blades for bluntness or damage according to manufacturer specifications 4.3 Remove and replace cutting blades according to manufacturer

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	recommendations 4.4 Keep machine area clear of dust and debris according to workplace health and safety procedures 4.5 Record and report production outcomes, equipment faults and maintenance requirements to appropriate personnel

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Numeracy	• Identify quantities of required material within work orders, and count numbers of panels to be profiled • Complete basic calculations of required depth of cut or profile to determine equipment set-up • Measure finished dimensions against specifications and allowable tolerances
Navigate the world of work	• Understand main tasks, responsibilities and boundaries of own role
Interact with others	• Use modes of communication suitable for the purpose to confirm and clarify understanding
Get the work done	• Recognise and respond to routine problems

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status

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FWPCOT3265 Cut timber or engineered wood product to profile	FWPCOT3244 Cut material to profile	Updated industry terminology, workplace health and safety requirements and foundation skills; clarified the intent of the unit and assessment requirements; changed unit title and code for compliance and consistency with the updates.	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPCOT3265 Cut timber or engineered wood product to profile

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 4.0.

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit. There must be evidence that, on at least one occasion, the individual has:

- followed workplace health and safety requirements and environmental protection procedures for cutting timber or engineered wood product to profile
- cut one or more of the following timber or engineered wood products to profile according to work order and prescribed workplace specifications:
  - dressed timber
  - in-the-rough timber
  - stress and non-stress graded timber
  - preservative treated timber
  - medium density fibreboard
  - laminated veneer
  - chipboard
  - fibreboard
  - coated and/or treated timber products
  - glued laminated timber (glulam)
  - cross-laminated timber (CLT)
- conducted operator maintenance on profiling equipment
- stacked batches of cut timber or engineered wood product according to workplace health and safety requirements.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

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- health and safety hazards or risks related to operating profiling equipment for timber or engineered wood products as identified through risk assessments, manufacturer technical information, regulations and industry health and safety guides
- workplace procedures specific to cutting timber or engineered wood product to profile:
  - health and safety, with particular emphasis on equipment lockout and the use of personal protective equipment (PPE)
  - use of timber profiling equipment
  - communication reporting lines
  - recording and reporting production outcomes, equipment faults and maintenance requirements
- environmental protection practices for timber manufacturing facilities:
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing timber and other waste
  - reducing water and energy use
- characteristics of timber or relevant engineered wood product
  - storage systems and labelling procedures, including:
  - storage racks
  - storage bays
  - bins
  - stacks
  - pallet boxes
  - modularised storage components
  - temporary stacking bays
- storage layout and categories for:
  - raw materials
  - stacking finished timber products
- typical timber or engineered wood product defects and how they affect the ability to produce quality profiled product:
  - warp
  - wane
  - cupping
  - shakes
  - insect defects
  - knots
  - resin pockets
- range of common profiles and applicable terminology, including:
  - quad
  - beading
  - mouldings
  - shaped beams
  - architraves

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  - skirting boards
  - scotia
- common cutting patterns used to achieve common profiles
- range of feed rates and how they affect production output and quality of the finished product
- purpose, features and operation of equipment used to cut timber or engineered wood product to profile:
  - measuring equipment
  - multi-head planing machines (four siders)
  - spindle moulders
  - routing machines
  - shaping machines
  - machine guides
- methods for assessing cutting blade condition.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - measuring equipment
  - profiling equipment including one or more of the following: multi-head planing machines (four siders), spindle moulders, routing machines, shaping machines
  - machine guides
  - maintenance tools and equipment for removing and replacing cutting blades
  - consumable profile cutting blades in various shapes and sizes
  - PPE suitable for cutting material to profile
  - timber or engineered wood product suitable for profiling operations
- specifications:
  - manufacturer instructions for use and maintenance of equipment
  - work order with specific instructions for cutting timber or engineered wood product to profile
  - workplace policies and procedures for cutting timber or engineered wood product to profile, including health and safety and emergency procedures and environmental protection procedures
  - template documents for recording production outcomes, equipment faults and maintenance requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPCOT3266 Dress timber using multi-headed machines

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 4.0.

Application

This unit of competency describes the skills and knowledge required to set up, operate and adjust multi-headed machines to dress timber in a timber processing facility. Work also involves evaluating and monitoring dressing conditions and processes and operator maintenance.

The unit applies to individuals who work as operators of multi-headed machines for dressing timber. Operators generally work under broad or limited direction to complete routine activities related to their own work, and take responsibility for their work.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Wood Panel and Board Production

Sawmilling and Processing

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan timber dressing process	1.1 Review work order, workplace health and safety requirements, environmental protection practices and emergency procedures for timber dressing operation and, where required, check with appropriate personnel 1.2 Identify and report hazards and use personal protective equipment according to workplace requirements and health and safety legislation to maintain safe work practices 1.3 Identify sizes and quantities for dressed timber, assess available sawn timber and estimate material removal rates
2. Set up cutters	2.1 Use equipment according to workplace health and safety procedures, manufacturer instructions and environmental protection practices 2.2 Lock out equipment and set and adjust cutters, feeders, guides and conveyors to suit required dressed product dimensions and available sawn material 2.3 Complete trial run to check equipment operation, accuracy and quality and dimensions of finished work 2.4 Accept or reject trialled material and dispose of according to environmental protection practices 2.5 Adjust equipment settings as necessary
3. Dress timber	3.1 Select and follow the cutting sequence to maximise volume recovery and produce the required dimensions and quantity 3.2 Maintain feed rate appropriate to timber condition and size 3.3 Assess dressing conditions regularly to ensure continuity of supply and processing 3.4 Adjust conditions to optimise feed rate and maintain finished dimensions according to work order 3.5 Regularly evaluate and measure dressed timber dimensions and make adjustments to ensure product quality and required dimensions 3.6 Dispose of incorrect cuts, off-cuts and defective material according to environmental protection practices
4. Complete operator maintenance	4.1 Lock out equipment according to workplace health and safety procedures 4.2 Check cutter for bluntness or damage

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	4.3 Remove and replace cutters and blades according to manufacturer recommendations 4.4 Dispose of used cutters according to environmental protection practices 4.5 Keep machine area clear of dust and debris according to workplace health and safety procedures 4.6 Record and report production outcomes, equipment faults and maintenance requirements to appropriate personnel

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Numeracy	• Identify quantities of required material within work orders, and count timber • Interpret order sizes and sets up equipment to achieve correct dimensions • Calculate the feed rate to optimise quality and quantity of production output • Measure finished dimensions against specifications and allowable tolerances
Navigate the world of work	• Understand main tasks, responsibilities and boundaries of own role
Interact with others	• Use modes of communication suitable for the purpose to confirm and clarify understanding
Get the work done	• Recognise and respond to routine problems

Unit Mapping Information

Code and title	Code and title	Comments	Equivalence status

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current version	**previous version**		
FWPCOT3266 Dress timber using multi-headed machines	FWPCOT3205 Dress boards using multi-headed machines	Updated industry terminology, workplace health and safety requirements and foundation skills; clarified intent of the unit and assessment requirements; changed unit title and code for compliance and consistency with the updates.	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPCOT3266 Dress timber using multi-headed machines

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 4.0.

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit. There must be evidence that, on at least one occasion, the individual has:

- followed workplace health and safety requirements and environmental protection procedures for dressing timber using multi-headed machines
- produced dressed timber of one or more of the following types using multi-headed machines according to an individual work order prescribing different dimensions, tolerances and quantity of timber:
  - softwood
  - hardwood
  - treated
  - untreated
- conducted operator maintenance on the multi-headed machine.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- health and safety hazards or risks related to operating multi-headed machines for dressing timber, identified through risk assessments, manufacturer technical information, regulations and industry health and safety guides
- workplace procedures specific to dressing timber using multi-headed machines:
  - health and safety, with particular emphasis on equipment lockout and the use of personal protective equipment (PPE)
  - use of timber dressing equipment
  - communication reporting lines
  - recording and reporting production outcomes, equipment faults and maintenance requirements

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- environmental protection practices for timber processing facility settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing timber and other waste
- typical timber defects and how these affect the ability to produce a quality finished product:
  - warp
  - wane
  - cupping
  - shakes
  - insect defects
  - knots
  - resin pockets
- typical dressing problems triggering adjustment of the process to ensure product quality:
  - blunt or damaged cutters
  - burn marks
  - extra cuts
  - excessive cutter marks
  - dimensional errors
- industry standard profiles, lengths, cross-sections and tolerances and applicable terminology
- cutting patterns used on timber to achieve maximum volume recovery
- feed rates and how they affect production output and finished quality of timber
- purpose, features and operation of multi-headed machines for dressing timber:
  - single or multi-headed machines
  - machines cutting on one side of timber only
  - machines cutting two or more sides of timber simultaneously
  - machines incorporating grooving or splitting saws
- methods for assessing cutter condition.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - multi-headed machine for dressing timber
  - maintenance tools and equipment for replacing cutters
  - consumable cutters
  - PPE suitable for dressing timber using multi-headed machines

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  - timber suitable for dressing operations
- specifications:
  - manufacturer instructions for use and maintenance of equipment
  - work order with specific instructions for dressing timber using multi-headed machines
  - template documents for recording production outcomes, equipment faults and maintenance requirements
  - workplace procedures for dressing timber using multi-headed machines, including health and safety and emergency procedures and environmental protection procedures.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPCOT3267 Mechanically stress-grade engineered wood panels

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 4.0.

Application

This unit of competency describes the skills and knowledge required to operate mechanical stress-graders or high-speed mechanical graders to test engineered wood panels for strength and durability in a manufacturing facility.

The unit applies to individuals who mechanically stress-grade engineered wood panels. Operators generally work under broad or limited direction to complete routine activities related to their own work and take responsibility for their work.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Timber Manufactured Products

Wood Panel Products

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for stress-grading engineered wood panels	1.1 Review work order, workplace health and safety requirements, environmental protection practices and emergency procedures for mechanically stress-grading operation and, where required, check with appropriate personnel 1.2 Identify and report hazards and use personal protective equipment according to workplace requirements and health and safety legislative requirements to maintain safe work practices 1.3 Obtain the type and quantity of engineered wood panels for stress-grading from a storage location
2. Set up mechanical grading equipment	2.1 Use equipment according to workplace safety procedures, manufacturer instructions and environmental protection practices 2.2 Complete pre start-up checks on equipment to ensure operational effectiveness 2.3 Set up spray guns or branding rolls for use according to work order 2.4 Complete calibration process using verification panels, and set grade thresholds according to workplace procedures
3. Stress-grade engineered wood panels	3.1 Complete automatic grading process, monitor and adjust the material flow to machine 3.2 Monitor machinery to ensure consistent grade marking and panel appearance according to industry standards 3.3 Withdraw samples for independent testing and prepare according to testing procedures
4. Conduct operator maintenance	4.1 Lock out equipment according to workplace health and safety procedures 4.2 Check and clean photo-electric cells and reflectors according to environmental protection practices 4.3 Check and refill spray guns or branding rolls 4.4 Adjust and maintain mechanical stress-grade rollers, auto-feed and load pressure according to manufacturer recommendations 4.5 Keep stress-grading area clear of dust and debris according to workplace health and safety procedures 4.6 Record and report production outcomes, equipment faults and maintenance requirements to appropriate personnel

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Numeracy	• Identify quantities of engineered wood panels required within work orders, and count numbers of engineered wood panels to be graded
Navigate the world of work	• Understand main tasks, responsibilities and boundaries of own role
Interact with others	• Use modes of communication suitable for the purpose to confirm and clarify understanding
Get the work done	• Recognise and respond to routine problems

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPCOT3267 Mechanically stress-grade engineered wood panels	FWPCOT3229 Mechanically stress grade panels	Updated industry terminology, workplace health and safety requirements and foundation skills; clarified intent of the unit and assessment requirements; changed unit title and code for compliance and consistency with the updates.	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPCOT3267 Mechanically stress-grade engineered wood panels

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 4.0.

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit. There must be evidence that, on at least one occasion, the individual has:

- followed workplace health and safety requirements and environmental protection procedures for stress-grading engineered wood panels mechanically
- operated a mechanical stress-grading machine according to work orders and manufacturer recommendations to grade one or more of the following types of engineered wood panels:
  - laminated veneer
  - medium density fibreboard
  - chipboard
  - fibreboard
  - plywood
- completed operator maintenance on the mechanical stress-grading equipment.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- health and safety hazards or risks related to mechanical stress-grading of engineered wood panels as identified through risk assessments, manufacturer technical information, regulations and industry health and safety guides
- workplace procedures specific to mechanically stress-grading engineered wood panels:
  - health and safety, with particular emphasis on equipment lockout, use of personal protective equipment (PPE) and handling hazardous substances
  - use of mechanical grading equipment
  - communication reporting lines
  - recording and reporting production outcomes, equipment faults and maintenance requirements

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- environmental protection practices for timber manufacturing facility settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of hazardous substances
- typical flow of material supply in and out of the grading area
- typical workflow processes and techniques used to stress-grade engineered wood panels mechanically
- range of industry standard strength grades and thresholds for engineered wood panels and applicable terminology
- markings used on engineered wood panels to identify grades
- reason for independent testing of engineered wood panels and processes for sampling and preparing engineered wood panels for testing
- purpose, features and operation of equipment used to stress-grade panels mechanically:
  - mechanical stress-graders or high-speed mechanical graders
  - spray guns
  - branding rolls
  - verification panels
- methods used to:
  - calibrate equipment to grades using verification panels
  - clean and maintain mechanical stress-grading equipment.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - mechanical stress-graders or high-speed mechanical graders
  - spray guns
  - branding rolls
  - maintenance tools and equipment for mechanical stress-graders
  - verification panels
  - consumable dye
  - PPE suitable for stress-grading engineered wood panels mechanically
  - engineered wood panels suitable for mechanical stress-grading operations
- specifications:
  - manufacturer instructions for use and maintenance of mechanical grading equipment
  - work order with specific instructions for types and quantities of engineered wood panels to be graded

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- template documents for recording production outcomes, equipment faults and maintenance requirements
- workplace procedures for mechanically stress-grading engineered wood panels, including health and safety and emergency procedures and environmental protection procedures.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPCOT3268 Plane and sand engineered wood products

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 4.0.

Application

This unit of competency describes the skills and knowledge required to plane and sand the surfaces of engineered wood products in a timber manufacturing facility, optimising product thickness while retaining its integrity.

The unit applies to individuals who work as timber products technicians and production workers. Operators generally work under broad or limited direction to complete routine activities related to their own work, and take responsibility for their work.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety regulations, legislation and standards that apply to the workplace.

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
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for planing and sanding engineered wood product	1.1 Review work order, workplace health and safety requirements, environmental protection practices and emergency procedures for engineered wood product dressing operation and, where required,

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	check with appropriate personnel 1.2 Identify and report hazards and use personal protective equipment according to workplace requirements and health and safety legislative requirements to maintain safe work practices 1.3 Obtain type and quantity of engineered wood product for planing and sanding from the production process
2. Plane and sand engineered wood product	2.1 Use equipment according to workplace health and safety procedures, manufacturer instructions and environmental protection practices 2.2 Complete pre start-up checks and set planing and sanding thickness and feed rate for optimal product recovery 2.3 Position material and feed at a rate appropriate to machine speed, capacity, engineered wood product thickness and condition 2.4 Plane and sand engineered wood product to specification and assess product visually throughout the process for thickness, finish quality and faults 2.5 Coordinate outfeed to ensure efficient recovery of planed and sanded material 2.6 Check dust extraction equipment regularly and clean to avoid blockages
3. Redistribute material	3.1 Grade finished engineered wood product for quality and use according to industry standards 3.2 Direct material to storage or processing operations according to workplace procedures 3.3 Dispose of sub-standard material according to environmental protection practices 3.4 Clean work area according to workplace health and safety procedures
4. Complete operator maintenance	4.1 Lock out equipment according to workplace health and safety procedures 4.2 Check planer blades and sanding belts for bluntness or damage 4.3 Remove and replace planer blades and sanding belts according to manufacturer recommendations 4.4 Keep machine area clear of dust and debris according to workplace

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	health and safety procedures 4.5 Record and report production outcomes, equipment faults and maintenance requirements to appropriate personnel

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Oral communication	• Ask open and closed probe questions and actively listen to clarify contents of work orders
Numeracy	• Identify quantities of required material within work orders, and count numbers of engineered wood products • Interpret order sizes and set up equipment to achieve correct dimensions and grades • Calculate the feed rate to optimise quality and quantity of production output
Navigate the world of work	• Understand main tasks, responsibilities and boundaries of own role
Interact with others	• Use modes of communication suitable for the purpose to confirm and clarify understanding
Get the work done	• Recognise and respond to routine problems

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPCOT3268 Plane and sand engineered wood products	FWPCOT3228 Plane/sand panels	Updated industry terminology, workplace health and safety requirements and foundation skills;	Equivalent unit

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		clarified intent of the unit and assessment requirements; changed unit title and code for compliance and consistency with the updates.	

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPCOT3268 Plane and sand engineered wood products

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 4.0.

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit. There must be evidence that, on at least one occasion, the individual has:

- followed workplace health and safety requirements and environmental procedures for planing and sanding engineered wood product
- planed and sanded engineered wood product in readiness for an application or interim storage
- redistributed material on site using designated equipment
- conducted operator maintenance on planing and sanding equipment.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- health and safety hazards or risks related to operating equipment for planing and sanding engineered wood products, as identified through risk assessments, manufacturer technical information, regulations and industry health and safety guides
- workplace policies and procedures specific to planing and sanding engineered wood products:
  - health and safety, with particular emphasis on equipment lockout and the use of personal protective equipment (PPE)
  - use of timber planing and sanding equipment
  - communication reporting lines
  - recording and reporting production outcomes, equipment faults and maintenance requirements
- environmental protection practices for engineered wood product manufacturing facility settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment

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  - disposing of, recycling and reusing timber and other waste
- planning and sanding techniques
- methods of visual inspection of engineered wood products for thickness, finish quality and faults
- characteristics of relevant engineered wood product
- typical flow of material supply in and out of the planing and sanding area
- typical workflow processes and sanding techniques for optimising thickness, finish and quality of engineered wood product
- typical engineered wood product defects and how they affect the ability to produce quality finished product:
  - warp
  - wane
  - cupping
  - shakes
  - insect defects
  - knots
  - resin pockets
  - lifting veneer
  - bonding problems
- key features of, and applicable terminology for, industry standard grades for re-classifying quality and use of planed and sanded engineered wood products
- purpose, features and operation of equipment used to plane and sand engineered wood products:
  - planers or thicknessers
  - surface planers or buzzers
  - drum sanders
  - sanders
  - veneer sanders
  - stroke sanders
  - machine specific dust extraction systems with collection bags
  - hopper-based extraction systems
- methods for assessing condition of planer blades and sanding belts.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - planing and sanding equipment

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  - dust extraction equipment
  - maintenance tools and equipment for planers and sanders
  - planer blades and sanding belts
  - PPE suitable for planing and sanding engineered wood products
  - engineered wood products suitable for planing and sanding operations
- specifications:
  - manufacturer instructions for use and maintenance of equipment
  - work order with specific instructions for planing and sanding engineered wood product
  - workplace procedures for planing and sanding engineered wood product, including health and safety and emergency procedures and environmental protection procedures
  - template documents for recording production outcomes, equipment faults and maintenance requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPCOT3269 Provide specialised timber product solutions

Modification History

Release	Comment
1	New unit. First introduced in FWP Release 2.0. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to provide advice and solutions to customers, clients and other sales staff using advanced/specialised wood and timber product knowledge. It includes advice on product selection, quality and quantity, price, services and warranties with respect to wood and timber products. Clients include domestic and commercial individuals and businesses in both retail and wholesale settings.

This unit requires the ability to source relevant product technical information, develop client solutions that meet safety and design needs, explain product options and impacts, work within established systems including WH&S, quality, chain of custody, and manage client relationships.

The unit applies to job roles including Customer service/salesperson (retail or wholesale), Customer Service Officer, Sales and Merchandising Team Leader, Sales and Merchandising Team Leader (timber products), Timber Adviser, Yard Person.

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

Pre-requisite Unit

Nil

Unit Sector

Timber Merchandising

Elements and Performance Criteria

ELEMENTS	**PERFORMANCE CRITERIA**
Elements describe the essential	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further*

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ELEMENTS *outcomes.*	**PERFORMANCE CRITERIA** *information is detailed in the range of conditions.*
1. Develop complete customer solutions	1.1 Establish and clarify scope of work with customer/client, including intended application and environment, and the critical integrity of the structure. 1.2 Identify suitable products by accessing relevant sources of information. 1.3 Convey detailed features, specifications, benefits, impacts of different product options and fixing/construction issues to customer/client to assist buying decisions. 1.4 Accurately determine product quantities and pricing according to customer/client requirements. 1.5 Provide customer/client with accurate product warranty, payment options, delivery, inclusions and other relevant sale-related information.
2. Conduct merchandising activities within legislative, design and organisational systems	2.1 Interpret and apply legislative, design and organisational system requirements to work activities. 2.2 Follow the processes and procedures that deliver products safely to the customer and which are fit for purpose. 2.3 Ensure recommendations comply with legislative, design and building code requirements. 2.4 Interpret and communicate specific fitting and installation instructions or recommendations to customers/clients.
3. Manage customer relations	3.1 Coordinate and manage delivery of services and products to ensure they effectively and efficiently meet customer service standards. 3.2 Ensure effective interpersonal techniques are applied to client interactions. 3.3 Contribute to the development, refinement and improvement of customer service standards, policies and processes. 3.4 Identify customer service problems and make or recommend adjustments to maintain and improve quality of customer service.
4. Select wood and timber for different applications	4.1 Relate properties, characteristics, features, grade, and treatments of wood and timber products to a range of domestic and commercial applications. 4.2 Select the most appropriate wood and timber products to suit customer installation and construction and cross-trade requirements, and end use. 4.3 Confirm selections with manufacturer data and recommended applications. 4.4 Obtain specialist licensed trade installation information from customer and relate to product selection to ensure product integrity is maintained.

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ELEMENTS	PERFORMANCE CRITERIA
	4.5 Provide detailed installation requirements for timber products to timber trade, cross-trade, retail and end use customers.
5. Research and apply new developments in wood, timber and related products	5.1 Use business technologies and networks to access, monitor and select information according to organisation requirements. 5.2 Identify emerging wood and timber technology trends, their uses, impacts and benefits. 5.3 Assess the value of new technologies, services and products to the organisation and marketplace, including ways to promote and advance both organisation and industry. 5.4 Communicate new innovations that may suit end user applications to staff, colleagues and customers.

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:	• ascertain applications and explain implications of new and existing products to customers • independently locate, evaluate and organise product and related information in familiar and unfamiliar contexts. • build on, confirm and verify knowledge of technology, products, fixings, applications and installation issues • reflect on customer service experiences and incorporate into customer interactions
Numeracy skills to:	• estimate, measure, calculate and cost product solutions and options
Oral (verbal and non-verbal) communication skills to:	• convey product, technical and sale related information in a manner appropriate to customer/client • confirm and verify own understanding of products and features, applications and issues
Reading skills to:	• interpret technical and product information and data • comprehend product related terminology • extract relevant information from manufacturer product specifications, reference publications and online sources
Writing skills to:	• establish scope of work, clarify product options, record sale related information • convey written product and sale information and pricing appropriate to customer/client

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Other employment skills to:	• prepare basic sketches • clarify information on customer basic sketches
Research skills	• find solutions to customer needs • to keep up to date with industry products and services

Range of Conditions

Not Applicable

Unit Mapping Information

No equivalent unit.

Links

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

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Assessment Requirements for FWPCOT3269 Provide specialised timber product solutions

Modification History

Release	Comment
1.0	New unit. First introduced in FWP Release 2.0. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- provide accurate and detailed information about wood and timber products to customers/clients
- develop solutions based on customer requirements, including:
  - appropriate wood and timber product selection
  - design/utility issues
  - product handling
  - fixing/installation and treatment requirements and issues
  - quantities
  - pricing
  - warranties
- conduct merchandising activities within legislative, certification and design systems, including WH&S, environmental, quality, design, chain of custody systems and organisational systems
- advise customer from sketches and diagrams and technical specifications
- effectively manage customer relations
- monitor sales process to improve customer satisfaction
- access and interpret standards, reference documents, supplier specifications and related information to select suitable products
- select wood and timber and related products to suit trade and end user requirements

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- keep up to date on emerging wood and timber technology applications and services.

Knowledge Evidence

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

- common and specialised wood, timber and related products for domestic and commercial use
- properties, characteristics, features, grades and benefits of wood, timber and related products
- different timber treatments, suitable applications and impacts of different product options
- product fixing/construction and cross-trade issues, including fixing options, pre-priming of hardwood, moisture protection for H3, design for moisture shedding, colour or finish.
- sales-related information including pricing, warranty, payment options, delivery options
- specialist licensed trade installation information that impacts on product selection
- aspects of legislative, certification and design systems applicable to merchandising activities, including Workplace Health and Safety (WHS), environmental, design, chain of custody, organisational and reporting/record keeping requirements
- principles and practices for effective customer relationship management
- effective interpersonal communication techniques
- sources to access information on new and emerging technologies and products.

Assessment Conditions

The following resources must be made available:

- computers, keyboards, printers and software used to access information internal and external to the organisation
- legislative, certification and design system documentation including WH&S, environmental, quality, design, chain of custody and organisational systems in print or electronic format
- recording and reporting media in print or electronic format
- customer service standards and related documentation
- manufacturer product specifications, references and related industry literature in print or electronic format.

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

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Links

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

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FWPCOT3270 Grade and mark logs

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 3.0

Application

This unit of competency describes the skills and knowledge required to visually assess and measure logs in a commercial forest harvesting environment, to determine the best end-use of individual logs and mark products for identification.

The unit applies to individuals who grade and mark logs at roadside, landing area or timber mill. Operators generally work under broad direction and take responsibility for their work.

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

Pre-requisite Unit

Nil

Unit Sector

Core Technical (COT)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to grade and mark logs	1.1 Review log product specifications for species, product usage and size in reference to the grading and marking of logs 1.2 Review production plan, confirm its targets and assess wood flow requirements to ensure efficient operations and overall productivity 1.3 Confirm, identify and report health, safety, environmental and heritage risks of operation in line with standard operating procedures

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	and site safety and environmental management plan 1.4 Apply risk control measures in line with standard operating procedures, site operational plan, legislative requirements and industry standards to eliminate or minimise risks 1.5 Identify emergency plan procedures to follow in the event of an emergency 1.6 Select appropriate log size measuring tools and calibration methods 1.7 Calibrate log measuring tools to ensure accuracy of length and diameter measurements
2. Grade and mark logs	2.1 Visually assess logs for species and quality characteristics to determine their best end-use in line with product specifications 2.2 Measure logs and defects for size 2.3 Grade logs and determine logs which are to be recovered 2.4 Mark graded logs for product identification in line with industry standards 2.5 Direct mechanical equipment to conduct log segregation and stacking into product groups 2.6 Tag stacks for identification in line with industry standards and production plan requirements for an optimum transport and logistics cycle time
3. Verify grading and marking logs	3.1 Conduct size accuracy checks by using standard or digital measuring tools to verify that graded logs meet length and diameter specifications and remediate errors 3.2 Verify that marking and tagging has been conducted correctly and display required information 3.2 Mark and report logs that cannot be clearly or safely evaluated for size or quality characteristics

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

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Skill	Description
Reading	• read and understand production, safety and environmental management plans, product specifications and industry standards for grading logs
Writing	• record information about logs
Oral Communication	• interact verbally with machine operators on site to create log stacks • use appropriate vocabulary including technical language directly relevant to role
Numeracy	• count logs and measure log diameter and length
Navigate the world of work	• understand main tasks, responsibilities and boundaries of own role • calibrate and use log measuring tools according to workplace procedures
Interact with others	• report log grading and safety information to relevant personnel • participate in conversations relevant to role by responding and explaining as required
Get the work done	• recognise and respond to routine problems • plan ad organise own work activities and resources

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPCOT3270 Grade and mark logs	FWPCOT3223 Grade and mark logs	Significant changes to reflect industry requirements for a safe and appropriate operation. New PCs were added, most PCs were edited and PE and KE increased in content to map against the revised PCs. Additional foundation skills identified. Code change to reflect outcomes of unit.	No equivalent unit

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Links

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Assessment Requirements for FWPCOT3270 Grade and mark logs

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 3.0

Performance Evidence

An individual demonstrating competency must satisfy all the elements and performance criteria of this unit. There must be evidence that, on at least one occasion, the individual has:

- safely and correctly assessed, measured, graded and marked logs for segregation into product groups in line with specified product best-usage and production plan
- checked risk associated to the operation and applied standard operating procedures
- used log measuring tools and methods to measure logs and logs defects
- applied knowledge of log species, log quality characteristics and defects to grade logs
- identified and assessed log defects
- followed log product specifications and production plan requirements for grading and marking logs.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- information and requirements contained in log product specifications and a production plan
- health and operational hazards or risks related to log grading and marking operations and factors that can change or introduce new hazards
- industry-accepted work health and safety risk control measures, legal obligations of the current Work Health and Safety Acts or Occupational Health and Safety Acts and regulations and requirements of industry standards and/or codes of practice for log grading and marking operations as outlined in workplace procedures and production plan
- industry-accepted warning signs, their correct positioning and procedures to maintain communication and work safety
- required emergency response procedure, including firefighting resources and emergency response

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- industry-accepted environmental control measures, restrictions, legal obligations of the current Environment Protection Acts and regulations and requirements of industry standards and/or codes of practice for log grading and marking operations as outlined in workplace procedures and production plan
- log species, quality characteristics and defects particular to the site and production system
- regional quality requirements for log products with particular end uses, markets and values
- maximum log damage or defect allowance and minimum quality allowance particular to a production system
- criteria for recycling and re-using logs with significant defects
- log measuring tools for length and diameter measurements
- methods for calibrating and verifying log measuring tools
- techniques and methods for measuring log diameter, length and defects using standard and digital tools
- causes of manual length and diameter measurement error
- industry-accepted methods for product identification.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a forest harvesting site or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - logs for grading and marking
  - standard and digital log measuring tools
  - personal protective equipment required for grading and marking logs
- specifications:
  - access to workplace policies and procedures which cover current Work Health and Safety Acts or Occupation Health and Safety Acts, regulations and related industry standards and codes of practice applicable to forest harvesting operations
  - access to workplace policies and procedure which cover current Environment Protection Acts, regulations and related industry standards and codes of practice applicable to forest harvesting operations
  - access to site operational plan, production plan and log product specifications
  - access to site emergency procedure
  - access to workplace standard operating procedure for log segregation and sorting.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

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Links

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

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FWPCOT4201 Produce complex truss and frame plans and details using computers

Modification History

Release	Comment
1	Replaces superseded equivalent FPICOT4201B Produce complex truss and frame plans and details using computers, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to use computerised systems to produce complex truss or frame plans, including layout production, fabrication and installation instructions. Work is completed in a forest and wood products office setting.

The unit applies to a designer or developer of truss and frame plans.

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 *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*

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ELEMENTS	PERFORMANCE CRITERIA
1. Interpret plans and loading conditions	1.1 Interpret and assess plans, drawing views and notes; identify loading information, design requirements and restrictions. 1.2 Obtain additional information and data from appropriate personnel or sources. 1.3 Create functional and pictorial image of structure, trusses or frames based on design requirements. 1.4 Refer design requirements outside software limitations to appropriate personnel for resolution.
2. Test and select design options	2.1 Transfer fixed design details to layout data in line with software requirements. 2.2 Specify frame or truss design types, and select timber type and species in line with material suitability and availability. 2.3 Set common industry spacing of frames, trusses and their components to defined design structure in line with industry standards. 2.4 Fix component sizes to clarify and firm design options. 2.5 Select layouts, spacing and sizing of individual structural members progressively in line with software requirements. 2.6 Select, review and revise design details in line with work order.
3. Produce layouts and cutting requirements	3.1 Review design records for design integrity, completeness and consistency in line with certifying authority standards. 3.2 Produce structure layout drawings and truss or frame assembly drawings using appropriate software. 3.3 Produce component cutting detail in line with production requirements and schedules. 3.4 Prepare and document production and installation advice in line with organisational procedures and industry standards. 3.5 Complete and maintain design records and documentation in line with organisational procedures.
4. Provide advice on design and production issues	4.1 Answer questions about designs and assembly requirements clearly and comprehensively. 4.2 Use effective communication techniques to assist and develop production personnel. 4.3 Provide alternative materials and sizes for components within design scope and production requirements. 4.4 Discuss common site problems and select appropriate prevention

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ELEMENTS	PERFORMANCE CRITERIA
	strategies to ensure future practice meets design requirements.

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:	• interpret numerical data from designs involving height, length, angles, shape, and load • input complex numerical data into software systems for layout, spacing and dimensions of structural members.
Oral communication skills to:	• ask detailed open and closed probe questions and actively listen to clarify contents of designs, plans, drawings and notes • provide clear unambiguous information about designs and assembly requirements • negotiate solutions to site installation problems.
Reading skills to:	• interpret detailed and unfamiliar designs and technical notes.
Writing skills to:	• input clear written text into software systems • produce clear and detailed documents to support interpretation of drawings and assist with production and installation.
Planning and organising skills to:	• plan and organise own work in logical sequence and manage own timing and productivity to complete plans, drawings and documents within deadlines.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT4201B Produce complex truss and frame plans and details using computers

Links

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

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Assessment Requirements for FWPCOT4201 Produce complex truss and frame plans and details using computers

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT4201B Produce complex truss and frame plans and details using computers, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- prepare and document computerised plans and details of manufactured timber products in line with an individual design and set of drawing views and notes using appropriate software, systems and techniques
- produce component cutting details
- prepare a package of production and installation advice documents to support interpretation of plans and drawings.

Knowledge Evidence

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

- computer software and hardware used to produce complex truss and frame plans and details including:
  - system functions and capabilities
  - available drawings
  - design limitations
  - methods to input and amend design factors and other data

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    - methods used to produce structural layout drawings, assembly drawings and component cutting detail
    - methods to store and retrieve drawings and other data
- building and structural regulations for complex timber wall frames, roof and floor trusses
- common industry terminology for all components of complex timber wall frames, roof and floor trusses
- common industry standard layouts, spacing and sizing dimensions of individual members for complex timber wall frames, roof and floor trusses
- relationship between component loads and supports and spans, including
    - details defining mass loads and externally applied loads (wind, surrounding structures, common or special building usage)
    - dimensions defining geometry and loading of individual structural members
- timber species and types that are suitable for the manufacture of complex timber wall frames, roof and floor trusses
- industry and specific organisational:
- processes for producing computerised plans and details for complex timber wall frames, roof and floor trusses
- formats for and inclusions of documents providing production and installation advice.

Assessment Conditions

The following resources must be made available:

- computers, keyboards and industry current software programs used to produce plans and details for complex trusses and frames
- designs, plans, drawing views and notes for complex timber wall frames, roof and floor trusses on which to base plan and details
- template documents for developing production and installation advice
- organisational procedures for preparing and documenting computerised plans and details for complex timber wall frames, roof and floor trusses.

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

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FWPCOT4202 Design timber structures

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Application

This unit of competency describes the outcomes required to interpret plans, select options and detail designs of timber structures including roof truss, wall frame and floor components for solid brick, brick veneer and timber frame domestic houses and free-standing or attached timber structures such as pergolas. Work is completed in a timber and wood products production setting and includes providing production advice and explanation of designs.

The unit applies to Designer, Customer Service / Sales Assistant (Retail or Wholesale), Customer Service Officer, Sales and Merchandising Team Leader, Sales and Merchandising Team Leader (Timber Products), Timber Advisor.

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 *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*

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ELEMENTS	PERFORMANCE CRITERIA
1. Interpret plans and loading conditions	1.1 Interpret and assess plans, drawing views and notes; identify loading information, design requirements and restrictions. 1.2 Obtain additional information and data from appropriate personnel or sources. 1.3 Create functional and pictorial image of structure, trusses or frames based on design requirements.
2. Develop and select truss, frame or floor component layout options	2.1 Transfer fixed design details to component layout drawings. 2.2 Nominate engineered or pre-assembled components in line with budgetary constraints. 2.3 Define design sizes and spacing details in line with industry standards. 2.4 Select layouts and spacing of individual structural members progressively to meet design requirements. 2.5 Fix component sizes to clarify and firm design options.
3. Detail truss, frame or floor component design	3.1 Calculate, scale or extract physical dimensions for components from applicable code tables. 3.2 Interpret effective lengths and spans for individual components from layout, and select cross-sections in line with applicable codes. 3.3 Select material options for suitability, availability, cost effectiveness and use consistently throughout design. 3.4 Detail component placement and spacing to site and customer standards. 3.5 Provide design specifications for engineered or pre-assembled components in line with manufacturer's recommendations. 3.6 Present detailed and accurate production information, dimensions and notes within drawing views. 3.7 Complete and maintain design records and documentation in line with organisational procedures.
4. Provide design and production advice	4.1 Answer questions about designs and assembly requirements clearly and comprehensively. 4.2 Use effective communication techniques to assist and develop production personnel. 4.3 Provide alternative materials and sizes for components within scope of design and production requirements.

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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:	• interpret numerical data from designs involving height, length, angles, shape and load • input complex numerical data into designs for layout, spacing and dimensions of structural members.
Oral communication skills to:	• ask detailed open and closed probe questions and actively listen to clarify contents of designs, plans, drawings and notes • provide clear unambiguous information about designs and assembly requirements • negotiate solutions to site installation problems.
Reading skills to:	• interpret detailed and unfamiliar designs and technical notes.
Writing skills to:	• produce clear and detailed documents to support interpretation of drawings and assist with production and installation.
Planning and organising skills to:	• plan and organise own work in logical sequence and manage own timing and productivity to complete plans, drawings and documents within deadlines.

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
FWPCOT4202 Design timber structures Release 2	FWPCOT4202 Design timber structures Release 1	Minor typographical errors corrected	Equivalent unit

Links

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

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Assessment Requirements for FWPCOT4202 Design timber structures

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- prepare and document designs for timber structures in line with an individual design and set of drawing views and notes
- interpret drawings and loading conditions
- interpret and apply technical information and conveying information in written, sketch and oral form
- apply mathematical procedures
- develop and select truss, frame or floor layout options
- provide design and production advice.

Knowledge Evidence

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

- applicable building and structural regulations for standard timber wall frames, roof and floor trusses, including:
  - AS1684 and supplementary tables
  - CSIRO supplementary tables
  - the Building Code of Australia
  - other regulations relevant to this task
  - nail plate provider standards
- loading information including:
  - details defining mass loads and externally applied loads (wind, surrounding structures, common/special building usage)

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    - dimensions defining geometry and loading of individual structural members
- common industry terminology for all components of timber wall frames, roof and floor trusses
- common industry standard layouts, spacing and sizing dimensions of individual members for timber wall frames, roof and floor structures
- relationship between component loads and supports and spans
- range of timber species and types that are suitable for the manufacture of timber wall frames, roof and floor trusses
- methods used to produce structural layout drawings and assembly drawings
- industry and specific organisational:
    - processes for producing designs for timber roof, wall and floor structures
    - formats for and inclusions of drawings and notes
- organisational procedures for preparing and documenting preparing and documenting designs for timber wall frames, roof and floor trusses.

Assessment Conditions

The following resources must be made available:

- computers, keyboards and industry current software programs used to produce documents
- scientific calculators
- code tables
- designs, plans, drawing views and notes for timber timber roof, wall and floor structures on which to base designs
- organisational procedures for preparing and documenting designs for timber roof, wall and floor structures.

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

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FWPCOT4203 Plan and coordinate product assembly

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 1	This version replaces equivalent unit FPICOT4203B Plan and coordinate product assembly, 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 operational logistics for the assembly of timber products. Work involves responsibilities in planning assembly schedules for operators and monitoring and evaluating processes and problems to determine and recommend improvements.

The unit applies to individuals who work as production supervisors in timber manufacturing facilities. They generally demonstrate autonomy, judgement and limited responsibility in known or changing contexts and within established parameters.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Sawmilling and Processing

Wood Panel and Board Production

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Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan assembly operations	1.1 Review production orders, construction plans, workplace health and safety requirements, environmental protection practices and emergency procedures to plan assembly of products 1.2 Identify and report hazards and use personal protective equipment according to workplace requirements and health and safety legislation to maintain safe work practices 1.3 Identify requirements for pre-cut timber components, hardware componentry and jigs, and check availability and monitor supply 1.4 Plan and document product assembly schedules and communicate to operators according to workplace procedures 1.5 Explain construction plans and assembly techniques to operators
2. Coordinate product assembly	2.1 Assist operators to evaluate and resolve component and assembly problems 2.2 Monitor equipment operation and assembly processes and assess effectiveness and ability to maintain a schedule 2.3 Modify assembly process and schedules to ensure optimum performance and communicate changes to operators 2.4 Check completed products and direct to a designated area for storage or despatch and transportation 2.5 Direct processes for rejecting and disposing of sub-standard assembled products according to environmental protection practices 2.6 Obtain production output details from operators and complete and maintain operating logs and assembly records according to workplace procedures 2.7 Investigate and record major processing problems and equipment faults and resolve or report to appropriate personnel
3. Evaluate assembly performance	3.1 Monitor assembly operations and output to determine process improvements 3.2 Analyse systematic problems with construction plans, componentry and equipment for the potential to improve assembly operations 3.3 Document recommended process improvements and communicate to appropriate personnel according to workplace procedures

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description

Numeracy	• Complete calculations to determine:
	  • material amounts required to satisfy production orders
	  • assembly schedules considering human and equipment resource capacity
	• Complete routine production records involving dimensions and quantities tallied against work orders

Navigate the world of work	• Source, collect and organise data to inform product assembly schedules and process improvement
Interact with others	• Take responsibility for coordinating a team of operators for effective assembly operations
Get the work done	• Take responsibility for planning and organising own workload • Consider how to schedule different production jobs

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPCOT4203 Plan and coordinate product assembly Release 2	FWPCOT4203 Plan and coordinate product assembly Release 1	Updated workplace health and safety requirements, clarified the intent of unit in the application and updated foundation skills.	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPCOT4203 Plan and coordinate product assembly

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 1	This version replaces equivalent unit FPICOT4203B Plan and coordinate product assembly, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit. There must be evidence that, on at least one occasion, the individual has:

- planned and coordinated product assembly operation according to production and construction plan and workplace health and safety requirements
- determined, documented and communicated assembly schedules for the product assembly operation
- assessed production output during assembly operation for:
  - speed and efficiency of operation
  - quality finish
  - dimensional consistency
- monitored, assessed and modified schedules in response to changing circumstances
- completed operating logs and assembly records
- completed a detailed report about systematic issues arising during assembly operation regarding processes, construction plans, componentry and equipment, and recommended actions for process improvements.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- health and safety hazards or risks related to assembling timber products, as identified through risk assessments, manufacturer technical information, regulations and industry health and safety guides
- workplace procedures specific to planning and coordinating product assembly:

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    - health and safety, including the use of personal protective equipment (PPE)
    - communication reporting lines for operator team members and self
    - documenting assembly schedules and reports
    - recording and reporting systematic equipment faults
- environmental protection practices for forest products factory settings:
    - reducing water and energy use
    - disposing of, recycling and reusing timber
- operational capacity of equipment used to assemble products, with particular emphasis on nail plate presses
- typical flow of material supply in and out of the assembly area
- typical assembly sequences and range of techniques used to assemble timber products
- methods of determining assembly schedules to:
    - maximise equipment and labour use
    - meet customer and production orders within deadlines
- methods used to:
    - assess assembly processes for ability to meet schedules and quality of outcomes
    - diagnose and analyse systematic problems with construction plans, componentry and equipment
- format, content and use of:
    - construction plans
    - assembly schedules
    - operating logs and assembly records
    - process improvement reports.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
    - skills must be demonstrated in an environment that accurately represents workplace conditions
- resources, equipment and materials:
    - tools, equipment and assembly hardware used to assemble timber products
    - PPE suitable for coordinating timber assembly production lines
    - pre-cut sections of timber
- specifications:
    - templates for recording timber product assembly issues and recommendations for improvements
    - production order for quantities and types of assembled timber products
    - construction plan with specifications for assembling timber products
    - workplace procedures for planning and coordinating product assembly, including health and safety and emergency procedures and environmental protection procedures.

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Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPCOT4204 Schedule and coordinate load shifting

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT4204B Schedule and coordinate load shifting, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to schedule and coordinate load shifting activities for a range of material handling requirements.

The unit applies to workers who monitor and coordinate load shifting activities for safe and efficient operations in a forest products factory setting.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Timber Manufactured Products

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Schedule load shifting	1.1 Review production and despatch schedules and where required check with appropriate personnel. 1.2 Assess equipment operations for all sections of the organisation.

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ELEMENTS	PERFORMANCE CRITERIA
	1.3 Determine material handling requirements for loads and schedule required type of equipment to meet requirements. 1.4 Identify movement frequencies and develop material handling schedules. 1.5 Identify and assess variations in material handling requirements and product despatch requirements. 1.6 Adjust material handling schedules to maintain optimal output.
2. Coordinate load shifting	2.1 Coordinate load shifting arrangements for operators to ensure safe and efficient use of equipment. 2.2 Assess operating areas for unsafe conditions, acts and congestion to maintain safety. 2.3 Organise load movement to limit multiple loads being moved at the same time in the same area. 2.4 Resolve difficult load shifting situations and incidents in line with organisational safety procedures. 2.5 Record and report load shifting processes and equipment faults 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.	
Numeracy skills to:	• interpret details of weights and dimensions of loads from production and despatch schedules and calculate load shifting capacity of equipment.
Oral communication skills to:	• ask and questions and actively listen to clarify contents of production and despatch schedules.
Reading skills to:	• interpret information in production and despatch schedules.
Writing skills to:	• develop and document load shifting schedules in a style and format easily understood by operators • complete basic accurate records of load shifting processes and equipment faults.
Planning and organising skills to:	• source, collect and organise data to inform load shifting schedules • efficiently and logically manage operational logistics for load shifting activities.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT4204B Schedule and coordinate load shifting

Links

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

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Assessment Requirements for FWPCOT4204 Schedule and coordinate load shifting

Modification History

Release	Comment
	Replaces equivalent unit FPICOT4204B Schedule and coordinate load shifting, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- schedule and coordinate load shifting activities in line with production and despatch schedules prescribing quantities and types of material to be shifted.

Knowledge Evidence

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

- applicable fall from heights regulations and compliance requirements
- methods used to schedule load shifting according to staff rosters and availability of equipment
- typical workplace hazards present during load shifting operations and methods of minimising risks
- purpose, features and operation equipment used to shift loads in forest products factories
- use of specific equipment to move materials found in forest product factories:
  - treated paper
  - wood chips
  - flakes
  - wood fibre
  - logs
  - bark

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    - off-cuts
    - timber
    - raw board
    - panel products
    - veneer
- capacity of load shifting equipment in relation to dimensions and weight
- organisational procedures specific to load shifting:
    - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
    - communication reporting lines
    - recording and reporting load shifting processes and equipment faults.

Assessment Conditions

The following resources must be made available:

- load shifting equipment including one or more of the following:

fork lifts

- loaders
- skid steer loaders
- dozers
- cranes
- truck-mounted loading cranes
- gantry cranes
- a commercial quantity of material to be shifted including one or more of the following:
    - treated paper
    - wood chips
    - flakes
    - wood fibre
    - logs
    - bark
    - off-cuts
    - timber
    - raw board
    - panel products
    - veneer
- production and despatch schedules with specific information about requirements for quantities and types of material to be shifted within the forest products factory
- template documents for recording load shifting processes and equipment faults
- organisational procedures for load shifting
- personal protective equipment required for scheduling and coordinating load shifting for different materials.

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Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting. Load shifting operations must be present in order that the individual can monitor activities and resolve issues as they arise.

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

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FWPCOT4205 Coordinate log debarking operations

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT4205B Coordinate log debarking operations, which was first released with FPI05 or FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format

Application

This unit of competency describes the outcomes required to coordinate log debarking operations in order to meet the requirements for quality output.

The unit applies to those who undertake log debarking in a forest products factory setting

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

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Timber Manufactured Products

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Plan debarking operations	1.1 Assess variations in timber characteristics and record outcomes of assessment. 1.2 Produce debarking schedules according to organisational procedures

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ELEMENTS	PERFORMANCE CRITERIA
	1.3 Communicate schedules, log management procedures and order information to sawyers. 1.4 Plan and prescribe diameters and lengths.
2. Monitor debarking process	2.1 Review specified standard diameters and lengths. 2.2 Monitor debarking processes for accuracy of diameter and condition of debarked logs 2.3 Provide assistance to operators with the evaluation of logs and debarking problems 2.4 Monitor log management and output and record possible process improvements 2.5 Investigate, record and report on debarking operations, major problems and equipment faults.
3. Direct debarking operations	3.1 Make modifications to diameters or schedules to ensure optimum performance, and communicate these to operators 3.2 Document log debarking improvement modifications. 3.3 Obtain and record debarked log output details. 3.4 Direct debarked logs to storage or transferred for further processing. 3.5 Complete operating logs and processing records.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT4205B Coordinate log debarking operations

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Links

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Assessment Requirements for FWPCOT4205 Coordinate log debarking operations

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT4205B Coordinate log debarking operations, which was first released with FPI05 or FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures for log debarking
- produce and implement d***ebarking*** schedules
- assess individual logs for diameter range, curvature, faults, species and moisture content
- coordinate personnel to conduct log debarking to meet established quality specifications and timelines
- identify faults in logs.

Knowledge Evidence

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

- organisational policies and procedures for log debarking
- log debarking procedures and management
- standard diameters and lengths
- log management information for diameter range, curvature, faults, species and moisture content

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- types of tools and equipment used for log debarking, and procedures for their safe use and maintenance.

Assessment Conditions

The following resources must be made available:

- log debarking equipment
- individual logs for debarking (species, faults, curvature and moisture content)
- tools and equipment used for log debarking
- templates for works orders and debarking schedules
- personal protective equipment required for co-ordinating log debarking operations.

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

Assessor requirements

Assessors must:

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

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

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FWPCOT4206 Plan and coordinate boiler operations

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT4206B Plan and coordinate boiler operations, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to plan the operation of a steam generated boiler and to coordinate boiler operating personnel to startup, operate, shutdown, clean and store the boiler.

The unit applies to boiler plant operators in a timber treatment plant setting and also involves monitoring and adjusting boiler performance.

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

Pre-requisite Unit

Nil

Competency Field

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Plan boiler operation	1.1 Interpret requirements for the allocated process to calculate

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ELEMENTS	PERFORMANCE CRITERIA
	steam generation levels. 1.2 Plan and document operational orders and schedules to meet production requirements. 1.3 Plan boiler startup, operation and shutdown in line with production requirements. 1.4 Communicate all information to operators in line with organisational procedures.
2. Coordinate boiler startup and operation	2.1 Check boiler house chemicals for correct labelling to ensure compliance with safety, and regulatory requirements. 2.2 Direct operator processes for completing pre-operational safety and pre start-up checks. 2.3 Monitor boiler startup for correct running conditions and sign on. 2.4 Routinely check continued operation and condition of boiler with operators and assist them to evaluate boiler data and performance. 2.5 Modify generation levels to ensure optimum performance and communicate changes to operators. 2.6 Diagnose problematic boiler operations, calculate required adjustments and communicate to operators. 2.7 Monitor and evaluate boiler operations and output to determine process improvements. 2.8 Direct emergency shutdown processes in cases of fire.
3. Coordinate boiler shutdown, storage and records	3.1 Direct operator processes for shutting down equipment and ensure compliance with organisational safety procedures. 3.2 Check removal of valves and fittings and inspect boiler. 3.3 Assess boiler condition, direct operator cleaning processes and ensure compliance with environmental protection practices. 3.4 Select storage mode and direct operators to store boiler in line with organisational procedures. 3.5 Obtain operating logs and fuel efficiency records from operators and complete operating calculations. 3.6 Document and report operational records, equipment faults and process improvement recommendations to appropriate personnel.

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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:	• complete calculations for steam generation levels against production requirements • read basic numerical machine settings to monitor boiler performance • record numerical data involving fuel efficiency.
Oral communication skills to:	• provide clear and unambiguous information and instructions to operators.
Reading skills to:	• interpret documents about production requirements.

Writing skills to:	• develop documents in a style and format easily understood by others:
	  • operational orders and boiler schedules
	  • reports on potential process improvements including rationale for recommendations
	• complete accurate basic records of boiler operations and equipment faults.

Planning and organising skills to:	• source, collect and organise data to inform boiler schedules and process improvement reports • efficiently and logically manage operational logistics for boiler operations.
Teamwork skills to:	• take responsibility for coordinating a team of operators for effective boiler operations.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT4206B Plan and coordinate boiler operations

Links

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

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Assessment Requirements for FWPCOT4206 Plan and coordinate boiler operations

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT4206B Plan and coordinate boiler operations, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- plan and coordinate boiler operations for different operational periods in line with production requirements for each period
- determine, document and communicate operational orders and boiler schedules for each of the above operational periods
- monitor and assess boiler performance and steam generation levels during each of the above operational periods and modify levels to ensure optimum performance
- complete records for operational outcomes for each of the above periods of operation
- complete a detailed report about systematic issues arising across the operational periods covering problems with processes, outputs and equipment including recommendations for process improvements.

Knowledge Evidence

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

- environmental protection practices for boiler operations:
  - cleaning plant, tools and equipment
  - disposing of hazardous substances

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- energy generation capacity of organisational steam generating boilers and methods used to calculate steam and energy generation levels
- energy generation capacity of organisational steam generating boilers and methods used to calculate steam and energy generation levels
- processes for boiler startup, shutdown and storage
- methods of determining boiler schedules to meet production requirements
- range of data used to evaluate boiler performance:
  - steam levels
  - pressure levels
  - energy generation levels
  - heat build-up
  - system overload information
  - test outcomes for water quality and chemicals
  - past performance records
- methods used to:
  - diagnose problems with boiler operations
  - safely handle and store boiler house chemicals
  - inspect boilers after shutdown
- format, content and use of:
  - operational orders
  - boiler schedules
  - operating logs and operational records
  - fuel efficiency records
  - process improvement reports
- organisational procedures specific to planning and coordinating boiler operations:
  - communication reporting lines for operator team members and self
  - documenting operational orders, boiler schedules and reports
  - recording and reporting operational outcomes and equipment faults.

Assessment Conditions

The following resources must be made available:

- steam-generating boilers, including liquid or vapour restricted to water or steam
- fuel and fuel supply system
- boiler house chemicals and labels
- personal protective equipment suitable for operating steam boilers
- template:
  - operational orders
  - boiler schedules
  - operating logs and operational records
  - fuel efficiency records

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  - process improvement reports
  - records for equipment faults
- details of production requirements
- organisational procedures for planning and coordinating boiler operations.

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

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FWPCOT4207 Plan and coordinate heat plant operations

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT4207B Plan and coordinate heat plant operations, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to plan the operation of a heat plant and to coordinate heat plant operating personnel to startup, operate, shutdown, clean and store the heat plant.

The unit applies to operators of a heat plant in a timber processing plant setting and also involves monitoring and adjusting heat plant performance.

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

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Plan heat plant operation	1.1 Interpret requirements for the allocated process to calculate generation levels.

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ELEMENTS	PERFORMANCE CRITERIA
	1.2 Plan and document operational orders and schedules to meet production requirements. 1.3 Plan heat plant startup, operation and shutdown in line with production requirements. 1.4 Communicate all information to operators in line with organisational procedures.
2. Coordinate heat plant startup and operation	2.1 Check heat plant chemicals for correct labelling to ensure compliance with safety, and regulatory requirements. 2.2 Direct operator processes for completing pre-operational safety and pre start-up checks. 2.3 Monitor heat plant startup for correct running conditions and sign on. 2.4 Routinely check continued operation and condition of heat plant with operators and assist them to evaluate heat plant data and performance. 2.5 Modify generation levels to ensure optimum performance and communicate changes to operators. 2.6 Diagnose problematic heat plant operations, calculate required adjustments and communicate to operators. 2.7 Monitor and evaluate heat plant operations and output to determine process improvements. 2.8 Direct emergency shutdown processes in cases of fire.
3. Coordinate heat plant shutdown, storage and records	3.1 Direct operator processes for shutting down equipment and ensure compliance with organisational safety procedures. 3.2 Check removal of valves and fittings and inspect heat plant. 3.3 Assess heat plant condition, direct operator cleaning processes and ensure compliance with environmental protection practices. 3.4 Select storage mode and direct operators to store heat plant in line with organisational procedures. 3.5 Obtain operating logs and fuel efficiency records from operators and complete operating calculations. 3.6 Document and report operational records, equipment faults and process improvement recommendations to appropriate personnel.

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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:	• complete calculations for generation levels against production requirements • read basic numerical machine settings to monitor heat plant performance • record numerical data involving fuel efficiency.
Oral communication skills to:	• provide clear and unambiguous information and instructions to operators.
Reading skills to:	• interpret documents about production requirements.
Writing skills to:	• develop documents in a style and format easily understood by others: • operational orders and heat plant schedules • reports on potential process improvements including rationale for recommendations • complete accurate basic records of heat plant operations and equipment faults.
Planning and organising skills to:	• source, collect and organise data to inform heat plant schedules and process improvement reports • efficiently and logically manage operational logistics for heat plant operations.
Teamwork skills to:	• take responsibility for coordinating a team of operators for effective heat plant operations.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT4207B Plan and coordinate heat plant operations

Links

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

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Assessment Requirements for FWPCOT4207 Plan and coordinate heat plant operations

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT4207B Plan and coordinate heat plant operations which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- plan and coordinate heat plant operations for different operational periods in line with production requirements for each period
- determine, document and communicate operational orders and heat plant schedules for each of the above operational periods
- monitor and assess heat plant performance and energy generation levels during each of the above operational periods and modify levels to ensure optimum performance
- complete records for operational outcomes for each of the above periods of operation
- complete a detailed report about systematic issues arising across the operational periods covering problems with processes, outputs and equipment including recommendations for process improvements.

Knowledge Evidence

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

- environmental protection practices for heat plant operations:
  - cleaning plant, tools and equipment

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    - disposing of hazardous substances
- energy generation capacity of organisational heat plants and methods used to calculate energy generation levels
- processes for heat plant startup, shutdown and storage
- methods of determining heat plant schedules to meet production requirements
- data used to evaluate heat plant performance:
    - heat levels
    - pressure levels
    - energy generation levels
    - heat build-up
    - system overload information
    - test outcomes for water quality and chemicals
    - past performance records
- methods used to:
    - diagnose problems with heat plant operations
    - safely handle and store heat plant chemicals
    - inspect heat plant after shutdown
- format, content and use of:
    - operational orders
    - heat plant schedules
    - operating logs and operational records
    - fuel efficiency records
    - process improvement reports
- organisational procedures specific to planning and coordinating heat plant operations:
    - communication reporting lines for operator team members and self
    - documenting operational orders, heat plant schedules and reports
    - recording and reporting operational outcomes and equipment faults.

Assessment Conditions

The following resources must be made available:

- energy generating heat plant
- heat plant chemicals and labels
- personal protective equipment suitable for operating heat plants
- documents and proformas:
    - operational orders
    - heat plant schedules
    - operating logs and operational records
    - fuel efficiency records
    - process improvement reports

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  - records for equipment faults
- details of production requirements
- organisational procedures for planning and coordinating heat plant operations.
- relevant personnel for the purposes of communicating information

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

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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 *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Prepare for	1.1 Review sustainability policy and provide recommendations

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ELEMENTS	PERFORMANCE CRITERIA
implementation of workplace sustainability practices	for integrating new sustainability practices into changed or new operational processes and procedures 1.2 Confirm resource requirements and timelines for implementation of changes in consultation with appropriate personnel. 1.3 Confirm changed or new procedures, processes and plans to facilitate implementation.
2. Implement workplace sustainability practices	2.1 Communicate changed or new operational processes and procedures resulting from changed approach to sustainability. 2.2 Monitor staff implementation of processes and procedures that incorporate new approaches to sustainability and assist as required. 2.3 Make recommendations to update procedures and processes.
3. Report on effectiveness of workplace sustainability practices	3.1 Measure operational performance against targets and indicators on an ongoing basis. 3.2 Report performance against targets and indicators and recommend operational 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:	• Provide clear unambiguous instructions on changed operational practices to staff members.
Reading skills to:	• Interpret complex and unfamiliar sustainability policy.
Writing skills to:	• Complete basic reports of performance of sustainability practices against targets.
Technology skills to:	• Use a computer, keyboard and software to prepare reports.

Unit Mapping Information

No equivalent unit

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Links

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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.

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

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FWPCOT5201 Implement sustainable forestry practices

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT5201B Implement sustainable forestry practices which was first released with FPI11 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	**PERFORMANCE CRITERIA**
Elements describe the	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised*

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ELEMENTS *essential outcomes.*	**PERFORMANCE CRITERIA** *text is used, further information is detailed in the range of conditions.*
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 operations. 4.4 Report audit outcomes and develop detailed and verifiable recommendations for improvements to environmental protection practices.

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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:	• Analyse quantitative information and data.
Oral communication skills to:	• Hold high-level consultative discussions to generate ideas for and negotiate content of environmental management strategies.
Writing skills to:	• Prepare audit reports where precise meaning is required and rationale for recommendations is justified.
Technology skills to:	• Use a computer, keyboard and software to prepare audit reports.

Unit Mapping Information

FPICOT5201B Implement sustainable forestry practices

Links

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

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Assessment Requirements for FWPCOT5201 Implement sustainable forestry practices

Modification History

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

Performance Evidence

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

- Develop 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:

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  - 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.

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

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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	PERFORMANCE CRITERIA
Elements describe the	*Performance criteria describe the performance needed to*

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ELEMENTS *essential outcomes.*	**PERFORMANCE CRITERIA** *demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.*
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.

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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:	• Hold high-level consultative discussions to generate ideas for and negotiate content of information and interpretation programs.
Reading skills to:	• Interpret complex information in a range of internal and external source documents to plan information and interpretation programs.
Writing skills to:	• 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:	• 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:	• 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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for 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. Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including 'Required Skills and Knowledge, Evidence Guide and Range Statement'.

Performance Evidence

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

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

Knowledge Evidence

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

- Trends in community perception of forest growing and management practices

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- 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

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- 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.
-

Links

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

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FWPCOT5203 Manage installation and commissioning of equipment

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT5203B Manage installation and commissioning of equipment, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to plan and manage the installation and commissioning of equipment to ensure compliance with budgetary, legal and contractual requirements.

The unit applies to managers or supervisors of timber manufacturing facilities where acquisition of new equipment is required to update or extend existing production targets.

Licensing, legislative, regulatory or certification requirements apply to this unit but may differ according to state or territory jurisdiction. Refer to state or territory licensing body.

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Sawmilling and Processing

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*

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ELEMENTS	PERFORMANCE CRITERIA
1. Prepare installation plan	1.1 Prepare written plan for installation and commissioning of specified equipment including management and reporting procedures. 1.2 Check equipment specifications for intended operating conditions and document specifications.
2. Coordinate and monitor installation compliance	2.1 Coordinate arrangements for installing and commissioning equipment including required legal, insurance and safety requirements. 2.2 Coordinate contract arrangements for installation and commissioning of equipment in line with organisational procedures. 2.3 Monitor installation process, including testing, and ensure compliance with contractual requirements. 2.4 Address variations to ensure installation meets specification requirements.
3. Manage installation schedules, legalities and budgets	3.1 Monitor and ensure compliance with legal, environmental and organisational safety procedures for installing and commissioning equipment and systems. 3.2 Monitor installation process to ensure compliance with installation specifications, schedule and budget. 3.3 Adjust budget and scheduling processes in line with variations. 3.4 Document and report deviations to appropriate personnel. 3.5 Document administration of regulatory requirements using formal organisational processes.
4. Conduct trials to confirm operating status of equipment	4.1 Trial run equipment operations and evaluate performance against requirements. 4.2 Adjust equipment to achieve performance outcome specifications. 4.3 Match equipment operating requirements to employee duties and communicate to appropriate personnel. 4.4 Complete and process appropriate records, including maintenance and machine specification documentation. 4.5 Assess completed work to confirm required specifications have been met. 4.6 Prepare records and reports on completed work in line with organisational procedures.

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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:	• interpret and calculate complex numerical data in equipment specifications and budgets.
Reading skills to:	• interpret complex information in source documents including equipment specifications, testing requirements and supply contracts.
Writing skills to:	• develop and document comprehensive installation and commissioning plans and reports.
Planning and organising skills to:	• source, collect and organise data to inform installation and commissioning plans • plan and manage own timing and productivity to manage installations.
Problem-solving skills to:	• analyse budgetary and scheduling problems, consider various solutions and determine variations.
Technology skills to:	• use a computer, keyboard and software to prepare plans and reports.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT5203B Manage installation and commissioning of equipment

Links

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

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Assessment Requirements for FWPCOT5203 Manage installation and commissioning of equipment

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT5203B Manage installation and commissioning of equipment, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- develop comprehensive written plans for the installation and commissioning of equipment
- demonstrate how to commission equipment in line with the above plans including relevant legal, financial and technical documentation
- develop a comprehensive in-house maintenance schedule for equipment to be commissioned.

Knowledge Evidence

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

- legal, safety and insurance requirements for installing and commissioning equipment
- typical types of equipment subject to installation and commissioning and time taken to complete processes
- typical schedule of processes required to install and commission equipment:
  - installation
  - alignment and adjustment

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    - testing
    - operator training
- format and content of budgets for installation and commissioning of equipment
- format, content and use of:
    - plans for installation and commissioning of equipment
    - in-house maintenance specifications for equipment
- key components of contracts with suppliers:
    - terms and obligations of parties
    - terms of trade
    - exclusion clauses
    - dispute resolution clauses
    - termination of contracts
- typical services provided by suppliers of new equipment:
    - installation
    - alignment and adjustment
    - testing
    - operator training
    - backup support
- organisational procedures for documenting plans and reports.

Assessment Conditions

The following resources must be made available:

- computers, keyboards, printers and software used to document plans and reports
- comprehensive information about the equipment to be commissioned and installed to determine plans and testing requirements
- budgets for installation and commissioning of equipment
- supplier contracts
- template in-house maintenance specifications for equipment
- template plans for installation and commissioning of equipment
- organisational procedures for documenting 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.

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FWPCOT5204 Organise enterprise maintenance programs

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT5204B Organise enterprise maintenance programs, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format

Application

This unit of competency describes the outcomes required to plan preventative maintenance programs and to develop and implement schedules to minimise production downtime. Work is completed in a forest office setting.

The unit applies to managers or supervisors of timber manufacturing facilities where implementation of preventative maintenance programs for integrated and stand-alone equipment is required to meet production targets.

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

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Verify	1.1 Check equipment specifications, service requirements and

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ELEMENTS	PERFORMANCE CRITERIA
maintenance requirements	recommended maintenance intervals. 1.2 Separate special maintenance requirements from normal lubrication, adjustment and day-to-day maintenance requirements. 1.3 Identify organisational production requirements and equipment use.
2. Establish maintenance systems	2.1 Identify costs for labour, and charges for equipment and consumables based on equipment manufacturer recommendations. 2.2 Document production interruptions and processes for shutdown period. 2.3 Specify internal and external maintenance providers. 2.4 Analyse maintenance system options and report recommendations to appropriate personnel. 2.5 Obtain approvals for maintenance system concepts and resources. 2.6 Analyse existing maintenance schedules to determine improvements and develop updated maintenance program and schedule.
3. Organise maintenance schedules	3.1 Check production schedules and staff rosters to determine optimal shutdown period for maintenance activities. 3.2 Allocate employees with required competencies to maintenance activities. 3.3 Develop detailed maintenance work plans in line with production schedules, and availability of expertise and resources. 3.4 Obtain approvals to schedule maintenance according to optimal shutdown period. 3.5 Refine work plans to maintain production outputs. 3.6 Procure and coordinate internal and external equipment, consumables and expertise to meet maintenance work schedule.
4. Coordinate maintenance activities	4.1 Coordinate implementation of maintenance activities to meet maintenance work schedule. 4.2 Take appropriate readings, measurements and recordings and compare to equipment specifications. 4.3 Identify and monitor areas requiring further testing, and make recommendations to appropriate personnel. 4.4 Adjust and record maintenance work schedules according to approved recommendations. 4.5 Complete maintenance records and reports and forward to

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ELEMENTS	PERFORMANCE CRITERIA
	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.	
Numeracy skills to:	• complete complex calculations involving production downtime, required time and costs for labour, equipment and consumables for maintenance activities • interpret and record complex numerical data associated with testing equipment.
Reading skills to:	• interpret complex information in source documents to plan maintenance:
Writing skills to:	• develop and document comprehensive maintenance schedules in a style and format easily understood by production and other personnel • clearly and accurately record and report on maintenance outcomes.
Planning and organising skills to:	• source, collect and organise data to inform maintenance schedules • plan and manage own timing and productivity to complete initial and amended maintenance schedules.
Problem-solving skills to:	• analyse scheduling problems, consider various solutions and make adjustments.
Technology skills to:	• use a computer, keyboard and software to prepare maintenance schedules and reports.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT5204B Organise enterprise maintenance programs

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Links

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Assessment Requirements for FWPCOT5204 Organise enterprise maintenance programs

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT5204B Organise enterprise maintenance programs, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- develop and document whole of organisational maintenance schedules for an operational period of three months
- develop work plans for the maintenance of individual pieces of static equipment to include:
  - maintenance sequence
  - use of consumables
  - labour requirements
- take appropriate readings, measurements and recordings and compare to equipment specifications.

Knowledge Evidence

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

- types of organisational equipment subject to maintenance and time taken to complete processes

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- features of different types of maintenance:
  - scheduled proactive
  - unscheduled reactive
  - emergency repairs
- methods used to schedule maintenance to minimise production downtime and according to availability of maintenance staff and equipment
- format, content and use of:
  - maintenance schedules
  - maintenance work plans
  - maintenance records and reports
- location and key aspects of :
  - manufacturers' equipment specifications including those for service requirements and maintenance intervals
  - testing and certification requirements and schedules for organisational equipment
- sources of information on:
  - costs for maintenance labour, equipment and consumables
  - staff maintenance skills
  - organisational production schedules
- organisational procedures specific to planning and completing maintenance:
  - communication reporting lines
  - recording and reporting maintenance schedules, work plans and outcomes.

Assessment Conditions

The following resources must be made available:

- computers, keyboards, printers and software used to document maintenance schedules and reports
- equipment for which tests are conducted
- measuring equipment used to test equipment readings
- manufacturers' equipment specifications including those for service requirements and maintenance intervals
- production schedules and staff rosters
- information on costs for maintenance labour, equipment and consumables
- template documents:
  - maintenance schedules
  - maintenance work plans
  - maintenance records and reports
- organisational procedures for planning and completing maintenance.

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

Assessor requirements

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

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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 *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*

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

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:	• Calculate complex numerical data to establish economic impacts of

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	biohazard infestations.
Reading skills to:	• Interpret complex information in a range of internal and external source documents to develop effective biohazard contingency plans.
Writing skills to:	• 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:	• 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:	• Use a computer, keyboard and software to prepare biohazard contingency plans.

Unit Mapping Information

FPICOT5205A Develop biohazard contingency plans

Links

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

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Assessment Requirements for 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. Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including 'Required Skills and Knowledge, Evidence Guide and Range Statement'.

Performance Evidence

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

- Develop 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.

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- 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.

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

Assessor requirements

Assessors must:

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

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

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FWPCOT5206 Implement forestry chain of custody certification system

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

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	PERFORMANCE CRITERIA

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ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
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 operational problems and disseminate to relevant internal and

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ELEMENTS	PERFORMANCE CRITERIA
	external personnel. 4.3 Prepare reports on any identified breaches of compliance and disseminate to relevant internal and external personnel.

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:	• Provide clear unambiguous instructions on the chain of custody system and its requirements to the full scope of organisational employees.
Reading skills to:	• Interpret complex and sometimes unfamiliar information to ensure compliance with chain of custody certification systems: • laws or plain English equivalent documents • Australian Standards • internal system manuals • audit reports.
Writing skills to:	• Develop and document comprehensive information in chain of custody records and reports.
Planning and organising skills to:	• 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:	• Use a computer, keyboard and software to prepare and maintain records and reports.

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPCOT5206 Implement forestry chain of custody certification system Release 2	FWPCOT5206 Implement forestry chain of custody certification system Release 1	Minor typographical errors corrected	Equivalent unit

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Links

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Assessment Requirements for FWPCOT5206 Implement forestry chain of custody certification system

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

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

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    - 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

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  - 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.

Links

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

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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	**PERFORMANCE CRITERIA**
Elements describe the essential outcomes.	*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*

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ELEMENTS	**PERFORMANCE CRITERIA** *conditions.*
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. 4.4 Develop reports on evaluation recommending improvements.

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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:	• Provide clear unambiguous instructions on sustainability policy content, processes, procedures, targets and indicators to operational staff members.
Reading skills to:	• Interpret complex and unfamiliar sustainability policy, implementation plans and targets and indicators.
Writing skills to:	• Develop and document comprehensive action plans and evaluation reports including rationale for recommended changes to policy.
Planning and organising skills to:	• 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:	• Use a computer, keyboard and software to prepare and maintain records and reports.

Unit Mapping Information

FPICOT5207A Implement sustainability in the workplace

Links

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

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Assessment Requirements for FWPCOT5207 Implement sustainability in the workplace

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT5207A Implement sustainability in the workplace 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:

- 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

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

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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	**PERFORMANCE CRITERIA**
Elements describe the	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised*

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ELEMENTS *essential outcomes.*	**PERFORMANCE CRITERIA** *text is used, further information is detailed in the range of conditions.*
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 outcomes.

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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:	• Continually update knowledge of individual and community perceptions and concerns with the organisation's practices.
Oral communication skills to:	• 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:	• 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:	• 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:	• Mediate, negotiate and attempt to obtain consensus between parties. • Use lateral thinking to provide solutions and overcome barriers to community engagement.
Technology skills to:	• 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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for 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. 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:

- 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.

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- 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.

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Assessor requirements

Assessors must:

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

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

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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 *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*

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ELEMENTS	PERFORMANCE CRITERIA
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. 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.

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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:	• Complete a range of complex calculations involving gross and nett spatial areas and volumes of extraction.

Oral communication skills to:	• Clearly represent complex harvest plans to others.
	• Ask open and closed probe questions and actively listen to:
	  • engage in a consultative process with others to generate and refine ideas
	  • seek feedback on proposed plan inclusions.

Reading skills to:	• Interpret complex and unfamiliar: • regulatory and environmental information affecting harvest plans • local authority zoning and approval documents.
Writing skills to:	• Document detailed and accurate harvesting plans and reports. • Complete detailed approval applications.
Planning and organising skills to:	• 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:	• Use computers and software programs for documenting harvest plans and reports.

Unit Mapping Information

FPICOT5209B Manage tree harvesting to minimise environmental impact

Links

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

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Assessment Requirements for 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. Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including 'Required Skills and Knowledge, Evidence Guide and Range Statement'.

Performance Evidence

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

- Develop 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.

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- 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

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

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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 *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Scope need for community engagement	1.1 Develop a community engagement framework to assist in analysing and responding to issues that require community engagement.

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ELEMENTS	PERFORMANCE CRITERIA
	1.2 Identify organisational issues requiring community engagement and evaluate benefits of engaging community in consultation processes. 1.3 Define target community groups in line with identified issues and purpose of engagement. 1.4 Evaluate a range of community engagement strategies in line with identified issues and characteristics of target groups.
2. Develop community engagement plan	2.1 Establish purpose and objectives of community engagement in consultation with key stakeholders. 2.2 Design community engagement strategies that are relevant, achievable, measurable and flexible to allow for emergence of new ideas and options. 2.3 Identify barriers to community involvement, recognising community diversity, and develop strategies to address them. 2.4 Embed processes for communication, monitoring, reporting, feedback and evaluation in the plan. 2.5 Obtain relevant organisational commitment to and approval of community engagement plan.
3. Implement community engagement plan	3.1 Determine resource requirements and implementation timelines. 3.2 Communicate objectives and constraints of engagement to appropriate personnel and allocate resources, roles and responsibilities. 3.3 Identify and manage expectations of participants, provide information throughout engagement process and maintain community engagement. 3.4 Provide opportunities for individuals and communities to develop their capacity to engage with the organisation. 3.5 Implement mechanisms for communities to raise their own issues with the organisation. 3.6 Identify barriers to community engagement and formulate and implement solutions in line with the community context. 3.7 Implement feedback methods in line with plan and respond to maximise community participation.
4. Evaluate community engagement plan	4.1 Analyse feedback on quality and effectiveness of engagement strategies from appropriate personnel and community stakeholders. 4.2 Evaluate engagement outcomes against purpose and objectives. 4.3 Document and share outcomes with community stakeholders and

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ELEMENTS	PERFORMANCE CRITERIA
	key organisational personnel. 4.4 Provide feedback to participants on how the outcomes have informed organisational planning or decision making. 4.5 Prepare recommendations for future programs based on consultation and analysis.

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:	• Continually update knowledge of individual and community perceptions and concerns with the organisation's practices.
Oral communication skills to:	• 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:	• 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:	• Coordinate community engagement, including relationship building, networking, negotiation and conflict management. • Maintain multiple and potentially conflicting relationships.
Numeracy skills to:	• 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:	• Mediate, negotiate and attempt to obtain consensus between parties. • Use lateral thinking to provide solutions and overcome barriers to community engagement.

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

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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.

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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.

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

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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 *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Confirm certification requirements	1.1 Identify key requirements of relevant laws to confirm understanding and ensure consistency of interpretation and

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ELEMENTS	PERFORMANCE CRITERIA
	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 Investigate each operational area for applicability to certification requirements under law and determine management system options. 1.4 Identify organisational requirements for traceability chain of documentation and all other required components.
2. Develop chain of custody certification system	2.1 Design all required components of certification system for effective and efficient operation and document all specifications. 2.2 Write a values statement, in consultation with senior managers, that outlines the organisation's commitment to certification. 2.3 Develop policies and procedures for completing and maintaining required traceability chain documents. 2.4 Develop policies and procedures for meeting reporting requirements. 2.5 Develop policies and procedures for auditing processes and managing and documenting breaches. 2.6 Document a process for evaluating system effectiveness. 2.7 Prepare a chain of custody certification systems manual to compile all documents. 2.8 Request authorised external entities to review chain of custody certification system and make any necessary adjustments.
3. Develop chain of custody certification system	3.1 Develop an implementation plan and budget and allocate resources, roles and responsibilities. 3.2 Develop strategies for promoting a positive organisational culture at all employee levels to ensure certification system effectiveness. 3.3 Appoint internal auditors for chain of custody system and coordinate training. 3.4 Develop an induction and training process for auditors, system managers and operational personnel. 3.5 Consult with system managers to ensure effective implementation of certification system. 3.6 Prepare operational reports and those for identified compliance breaches and disseminate to relevant internal personnel and external certification authorities.

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ELEMENTS	PERFORMANCE CRITERIA
4. Evaluate system	4.1 Monitor and review operation of certification system in line with system and regulatory requirements. 4.2 Analyse audit and other operational data. 4.3 Consult with auditors and system managers to seek feedback on operational effectiveness of system. 4.4 Make required changes to system based on consultation and analysis. 4.5 Prepare reports on review of certification system in line with system and regulatory requirements.

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:	• Develop complex budgets for the implementation of certification systems across organisational operations.
Oral communication skills to:	• 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:	• Interpret complex and sometimes unfamiliar information to ensure compliance with chain of custody certification systems:
	  • laws or plain English equivalent documents
	  • Australian Standards
	  • audit reports.

Writing skills to:	• 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:	• 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	• Use a computer, keyboard and software to prepare and maintain plans, policies, procedures and reports.

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to:	

Unit Mapping Information

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

Links

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

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Assessment Requirements for 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. 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:

- 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:

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- 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.

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

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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 *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
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

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ELEMENTS	PERFORMANCE CRITERIA
	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. 4.6 Research and gather existing secondary and field data for carbon storage sources.
5. Calculate carbon emissions	5.1 Calculate carbon dioxide equivalent emissions consistent with GHG protocol within spreadsheets for each emissions source. 5.2 Calculate carbon storage according to standardised methodology for each carbon offset source in the inventory. 5.3 Populate carbon inventory summary with calculated emissions and offsets in descending order.

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ELEMENTS	PERFORMANCE CRITERIA
	5.4 Calculate total emissions for each scope and for removals and offsets. 5.5 Calculate sum total of emissions and offsets for inventory. 5.6 Estimate change in carbon stock if a baseline exists. 5.7 Display emissions by scope and source, using charts or graphs. 5.8 Formulate suitable ratio indicator for organisation and calculate value based on total carbon emissions in the summary. 5.9 Report value of ratio indicator in carbon inventory summary.

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:	• 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:	• interpret highly technical, complex and unfamiliar information within international and Australian protocol and convention documents.
Writing skills to:	• document clear explanatory notes for calculations.
Planning and organising skills to:	• 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:	• 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.

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Links

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

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Assessment Requirements for 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. 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 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

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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

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

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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 *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Prepare to write report	1.1 Establish and maintain information management system to manage data over the reporting period. 1.2 Review carbon reporting procedures outlined in regulatory or

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ELEMENTS	PERFORMANCE CRITERIA
	voluntary standards for carbon management. 1.3 Determine scope of carbon reporting and relevant audience. 1.4 Establish structure and specific objectives for each report heading in line with carbon reporting procedures content mandated by standards or regulatory bodies. 1.5 Develop report format and style in line with organisational formats and style guides. 1.6 Assess carbon inventory data for completeness, relevance and accuracy.
2. Compile draft report	2.1 Develop report content in line with report format and objectives. 2.2 Gather evidence to generate specific findings and recommendations relevant to carbon management principles. 2.3 Use appropriate language and ensure content covers the full scope of reporting requirements.
3. Complete final report	3.1 Present draft report to appropriate personnel, seek feedback and amend as required. 3.2 Prepare final draft for executive sign-off and distribute to stakeholders. 3.3 Name and store documents in line with organisational information management system requirements.

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:	• Interpret a range of complex abstract numerical carbon inventory data • Accurately transcribe carbon accounting data into reports.
Reading skills to:	• Interpret highly technical, complex and unfamiliar information within carbon accounting records and international and Australian protocol and convention documents.
Writing skills to:	• 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:	• Source, collect and organise a range of data to inform reporting requirements and report contents.

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	• Plan and organise collection of all required information and manage own timing and productivity to complete reports.
Technology skills to:	• Use a computer, keyboard and spreadsheet software to prepare and maintain reports.

Unit Mapping Information

FPICOT6205A Prepare an enterprise carbon management report

Links

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

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Assessment Requirements for 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. 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 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.

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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

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

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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 *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Determine factors for inclusion in forest	1.1 Identify key requirements of relevant laws, international treaties, conventions and initiatives to confirm organisational

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ELEMENTS	PERFORMANCE CRITERIA
management system	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. 3.5 Monitor system compliance of staff and contractors.
4. Monitor and evaluate forest management system	4.1 Monitor forest management systems regularly for compliance with laws, international treaties, conventions and initiatives. 4.2 Evaluate information on forest condition and consider system improvements. 4.3 Review reports to ensure compliance requirements are

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ELEMENTS	PERFORMANCE CRITERIA
	consistently implemented and take corrective action as required. 4.4 Discuss and analyse feedback for operational effectiveness of system. 4.5 Make required changes to system based on consultation and analysis.

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:	• Manage complex budgets for all system aspects.
Oral communication skills to:	• Hold high-level consultative discussions to generate feedback on systems and ideas for changes.
Reading skills to:	• Interpret highly complex and unfamiliar information within laws (or plain English equivalent documents), international treaties, conventions and initiatives.
Writing skills to:	• Develop system documents requiring the presentation of precise complex information, using simple language structures for use by wide audiences.
Planning and organising skills to:	• 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:	• Use a computer, keyboard and software to create system documents.

Unit Mapping Information

FPICOT6207A Develop forest management systems and processes

Links

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

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Assessment Requirements for 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. 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:

- 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

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- 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

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

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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

ELEMENTS *Elements describe the essential outcomes.*	PERFORMANCE CRITERIA *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.*
1. Identify opportunities to stimulate innovative	1.1 Integrate and apply current innovative practice and organisational trends to the development of experiences for

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ELEMENTS	PERFORMANCE CRITERIA
thinking and creativity	innovative thinking and creativity in an organisation. 1.2 Analyse operational issues and conditions as a stimulus for innovative thinking and creativity. 1.3 Identify opportunities to initiate and manage individual and collective innovative thinking and creativity activities based on operational analysis. 1.4 Apply workplace methods and tools for generating new ideas and innovative thinking.
2. Manage innovative practices	2.1 Review, challenge and refine own management style and practice to model and support innovation. 2.2 Determine operational requirements needed to promote sustainable innovative practices. 2.3 Identify and allocate appropriate resources for implementing innovation. 2.4 Provide opportunities for innovative change and knowledge transfer. 2.5 Identify and address barriers to individual and collective innovative thinking and creativity. 2.6 Manage risks associated with encouraging innovative practice.
3. Develop and support a culture of innovation	3.1 Provide written and oral information about innovative practices, processes and products. 3.2 Provide opportunities to encourage creative thinking techniques that foster personal and team innovation. 3.3 Capture and share innovative ideas and practices. 3.4 Foster consultation, communication and team development approaches that support innovative thinking. 3.5 Implement management strategies that support a workplace culture of innovation.

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:	• Identify current innovative practice and organisational trends

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This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.	
	• 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:	• 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:	• 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:	• Extract and interpret varied operational data from a range of documents
Written skills to:	• Provide information about innovative practices, processes and products

Unit Mapping Information

No equivalent unit.

Links

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

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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.

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

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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 *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Construct an applied research	1.1 Clarify and confirm applied research purpose and needs of target group or subject.

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ELEMENTS	PERFORMANCE CRITERIA
strategy	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.	
Reading skills to:	• Interpret complex and unfamiliar information from a range of sources.
Writing skills to:	• Develop research reports requiring the presentation of precise complex information, using simple language structures for use by wide audiences.
Planning and organising skills to:	• Manage own timing and productivity to plan and implement a research strategy
Technology skills to:	• Use a computer, keyboard and software to collect and file research

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This section describes those core and employment skills that are essential to performance and	
	data and prepare research reports.

Unit Mapping Information

No equivalent unit

Links

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

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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-identifed 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.

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Knowledge Evidence

A person competent in this unit must be able to demonstra 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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPCOT6210 Develop engineered wood products to meet energy efficient building design needs

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 4.0.

Application

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

The unit applies to individuals who work as designers (manufacturing and engineered wood products) and senior managers in a timber and wood products production environment. They generally demonstrate autonomy, judgement and defined responsibility in known or changing contexts and within broad but established parameters.

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
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Explore commercial opportunities for engineered wood products	1.1 Review National Construction Code guidelines and standards relating to climate zones and energy efficiency measures 1.2 Research and evaluate existing information to inform new product development 1.3 Identify gaps in the current range of engineered wood products for new products or concepts 1.4 Complete a market analysis using appropriate information sources to determine design and production requirements 1.5 Develop preliminary product concept according to research findings 1.6 Consult relevant stakeholders on broad parameters for developing a product that meets the market need
2. Formulate design concept for products	2.1 Generate ideas for product style to complement design concepts and production requirements 2.2 Use appropriate documentation methods to produce preliminary representation or prototyping of product 2.3 Consult with stakeholders to review and critique design concepts according to production requirements 2.4 Review design concepts to ensure energy efficiency is proven to allow project progression 2.5 Develop a business case for realising design including a full cost-benefit analysis 2.6 Obtain required approvals to progress product development according to production requirements
3. Develop the product to an operational level	3.1 Develop and test product according to design concepts 3.2 Align product energy efficiency requirements to market analysis 3.3 Implement certification and compliance processes for engineered product and production system 3.4 Develop detailed implementation specifications and present to relevant stakeholders for approval and funding 3.5 Select and organise production resources according to design specifications 3.6 Design quality assurance system according to workplace procedures

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	3.7 Develop and document safe operating procedures for production processes

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Interpret complex and sometimes unfamiliar information in building codes, guidelines and standards
Oral communication	• Hold high-level consultative discussions to present abstract ideas and generate feedback and ideas on design concepts • Influence and negotiate desired outcomes with stakeholders
Numeracy	• Interpret complex energy efficiency ratings in codes, and complete complex calculations for designs • Complete complex calculations for cost-benefit analysis
Navigate the world of work	• Work independently and collectively within broad parameters, with a strong sense of responsibility and ownership of goals, plans, decisions and outcomes
Interact with others	• Identify the perspectives of others as part of work role
Get the work done	• Use analytical processes, establishing criteria for deciding between options and seeking input and advice from others before taking action when necessary

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPCOT6210 Develop engineered wood products to meet energy efficient building design needs	FWPCOT6203 Develop engineered timber products to meet energy efficient building design needs	Updated industry terminology, the range of products in performance evidence and foundation skills; clarified intent of the unit and assessment requirements; changed unit title and code for compliance and consistency with the updates.	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPCOT6210 Develop engineered wood products to meet energy efficient building design needs

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 4.0.

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit. There must be evidence that the individual has:

- developed two designs for one or more of the following types of engineered wood products, from initial concepts through to operational level, to meet the requirements of energy efficiency performance for residential buildings:
  - laminated beams
  - laminated veneer lumber
  - plywood
  - chipboard
  - hardboard
  - medium density fibreboard
  - oriented strand board
  - laminated or engineered flooring
  - glued laminated timber (glulam)
  - cross-laminated timber (CLT).

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- purpose and key content of the following codes and standards:
  - National Construction Code 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:

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    - need
    - placement
    - financial certainty
    - volume
- market issues relevant to 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 wood 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 wood products, including:
    - quality management systems
    - risk assessment systems
    - cost-benefit analysis tools
    - safe operating procedures for production processes
- 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

Assessment of skills must take place under the following conditions:

- physical conditions:

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  - skills must be demonstrated in an environment that accurately reflects workplace conditions
- resources, equipment and materials:
  - computers, keyboards, printers and software used to document business case, design specifications and safe operating procedures
- specifications:
  - documents and proformas commonly used for developing business cases and operating procedures for production processes.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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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 *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Generate innovative thinking and creativity	1.1 Research trends and conditions shaping organisation's current and future thinking and practice.

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ELEMENTS	PERFORMANCE CRITERIA
	1.2 Evaluate drivers, enablers and issues that impact on individual and collective innovative thinking and creativity. 1.3 Introduce techniques and tools that foster and promote creative thinking, new ideas and innovative knowledge transfer. 1.4 Establish an environment conducive to innovative thinking and creativity
2. Lead innovative practices	2.1 Develop and refine a transformational leadership style to set new direction and sell the adoption of innovative practices. 2.2 Initiate and promote innovative practices, processes and products appropriate to organisational mission and business philosophy. 2.3 Identify, evaluate and manage risks associated with encouraging innovation across the organisation. 2.4 Establish conditions necessary for others to implement and manage innovative practices.
3. Generate and support a culture of innovation	3.1 Inspire and motivate others to strive for innovative achievement 3.2 Establish the conditions necessary to empower others and effect change 3.3 Encourage, develop and shape cultural beliefs, norms and behaviours that support open sharing of innovative ideas and practices 3.4 Devise and execute organisational strategies that foster a workplace philosophy of innovation.

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:	• 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:	• Hold high-level consultative discussions to generate ideas for innovative organisational practice. • Influence and persuade others

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	• Inspire and motivate others • Promote innovation and transformational change • Articulate vision and convey leadership attributes
Reading skills to:	• 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:	• Communicate vision and promote innovative practices, processes and products • Structure communications to address purpose and audience through clear and persuasive messages
Numeracy skills to	• Investigate and analyse trends and data related to innovation • Evaluate organisational data

Unit Mapping Information

No equivalent unit

Links

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

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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

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

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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 *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
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.

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ELEMENTS	PERFORMANCE CRITERIA
	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.	
Writing skills to:	• Develop project plans requiring the presentation of precise complex information, using simple language structures for use by wide audiences.
Planning and organising skills to:	• Manage own timing and productivity to manage a project to introduce an innovation.
Numeracy skills to:	• Schedule dates and milestones, calculate resource quantities and costs, present mathematical information in graphs and tables, evaluate and record data
Communication skills to:	• 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

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This section describes those core and employment skills that are essential to performance and	
	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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for 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. 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 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.

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

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FWPFGM2201 Collect seed

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM2201B Collect seed, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to collect, treat and store seed. Work is completed in a forest environment setting.

The unit applies to Arboriculture worker, Farm forestry worker, Forestry worker, Nursery worker

Plantation establishment worker, Plantation forest officer, Silviculturist

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states & territories at the time of publication, and may differ according to jurisdiction.

Pre-requisite Unit

Nil

Unit Sector

Forest Growing and Management

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Prepare to collect seed	1.1 Review work order and where required check with appropriate personnel.

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ELEMENTS	PERFORMANCE CRITERIA
	1.2 Select appropriate personal protective and other equipment and check for operational effectiveness. 1.3 Use equipment in line with organisational safety procedures and environmental protection practices. 1.4 Identify potential locations for collecting required seeds and obtain approval from appropriate personnel.
2. Select and assess seed	2.1 Identify plant species and assess condition visually to determine healthy seeds. 2.2 Select and use appropriate seed collection method, maintaining genetic diversity and preventing damage to parent plant. 2.3 Place seed in clean containers and label accurately in line with organisational procedures.
3. Clean and store seed	3.1 Separate, weigh and treat seed to prevent deterioration in line with species requirements. 3.2 Package seed for storage in line with organisational procedures. 3.3 Record and report details of seed species, weight and place of origin 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.	
Numeracy skills to:	• complete routine calculations for seed weights and quantities.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders.
Reading skills to:	• interpret: • workplace health and safety and other organisational procedures • work orders.
Writing skills to:	• complete accurate basic records for seed collection.
Planning and organising skills to:	• efficiently and logically sequence the stages of selecting and collecting seeds using work order to guide activities.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPIFGM2201B Collect seed

Links

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

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Assessment Requirements for FWPFGM2201 Collect seed

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM2201B Collect seed, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- collect seed from plants and planted areas using one or more of the following methods:
  - climbing
  - shaking
  - shooting
  - ground collection
- and one or more of the following separation methods:
  - hand selection
  - wind separation/winnowing
  - sieving
  - vibrating
  - flotation
  - drying
  - husk crumbling
- for each of the above seed collection methods, select, use and perform operator maintenance of appropriate equipment safely and efficiently:
  - ladders
  - pruning and shaking equipment
  - sheets and tarpaulins
  - high-powered rifles

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  - elevated work platforms
  - hand tools
- use packaging and storage techniques for seed collection based on seed type and collection method as listed above:
  - vacuum sealing
  - use of inert atmospheres:
    - nitrogen
    - carbon dioxide.
- treat collected seed for protection against pests using the following methods:
  - heat
  - mechanical
  - chemical
- control each of these environmental factors when packing collected seeds:
  - temperature
  - light
  - moisture
- Identify locations and obtain appropriate approvals for the collection of seeds
-

Knowledge Evidence

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

- collection techniques according to health of parent plant:
  - hand picking
  - careful and selective pruning
- common separation methods used to treat and weigh seed:
  - hand selection
  - wind separation/winnowing
  - sieving
  - vibrating
  - flotation
  - drying
  - husk crumbling
- seed species and collection, treatment and packaging processes, including storage requirements for different seed species
- type of information that is recorded for seed collection:
  - time and date of harvest
  - time and date of receipt
  - weight
  - seed origin
- common pests and diseases that infect seed species and visual characteristics

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- seed treatment methods for protection against pests:
  - heat
  - mechanical
  - chemical protection against pests.
- packaging and storage techniques for seed collection:
  - vacuum sealing
  - use of inert atmospheres:
    - nitrogen
    - carbon dioxide.
- controls for the packing environment:
  - temperature
  - light
  - moisture
- environmental protection practices for forest environment setting:
  - the safe disposal of waste material
  - returning the environment to its original or near to original condition on completion of activity
  - procedures for minimising environmental impact
- organisational procedures specific to collecting seed:
  - work health and safety with particular emphasis on use of personal protective equipment and handling hazardous substances
  - communication reporting lines
  - recording and reporting seed collection information.
  -

Assessment Conditions

The following resources must be made available:

- clean containers for holding seeds
- vacuum seed collecting machines
- ladders or elevated work platforms
- pruning and shaking equipment
- sheets and tarpaulins
- high-powered rifles according to site requirements
- cherry-pickers or elevated work platforms according to site requirements
- personal protective equipment suitable for seed collection and treatment
- work order with specific instructions for collecting, treating and storing seed
- documents, spreadsheets and commonly used proformas for recording seed collection information
- relevant personnel for the purposes of communicating information
- organisational procedures for collecting seed

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

Assessor requirements

Assessors must:

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

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

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FWPFGM2202 Prepare seedbed

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM2202B Prepare seedbed, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to select and implement appropriate seedbed preparation techniques, and to survey and review the prepared seedbed. Work is completed in a forest environment setting.

The unit applies to Arboriculture worker, Farm forestry worker, Forestry worker, Nursery worker

Plantation establishment worker, Plantation forest officer, Silviculturist

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication. Where licensing for load shifting or other mobile equipment is required, the relevant units of competency should also be accessed and are to be met concurrently or prior to the achievement of this unit.

Pre-requisite Unit

Nil

Unit Sector

Forest Growing and Management

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text*

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ELEMENTS	**PERFORMANCE CRITERIA** *is used, further information is detailed in the range of conditions.*
1. Select site preparation techniques and equipment	1.1 Review work order and where required check with appropriate personnel. 1.2 Select seedbed preparation technique in line with work order and obtain approval from appropriate personnel. 1.3 Select appropriate tools, equipment, personal protective and other safety and check for serviceable condition.
2. Plan and prepare site	2.1 Record site preparation plan in line with work order and environmental protection practices. 2.2 Prepare seedbed using appropriate techniques in line with site preparation plan. 2.3 Monitor seedbed preparation for issues, adjusting techniques and seeking assistance as required.
3. Survey and review seedbed	3.1 Inspect seedbed and record findings in line with organisational procedures. 3.2 Identify improvements to seedbed preparation methods and techniques and take remedial action as required. 3.3 Record and report seed bed preparation processes and improvement suggestions 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.	
Numeracy skills to:	• complete routine measurements of seedbed dimensions • estimate space required in seedbed for multiple seed species.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders • make accurate verbal reports on selection of seedbed techniques.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' instructions.

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Writing skills to:	• complete basic records of survey results and seedbed preparation processes • prepare basic site plans and reports suggesting process improvements.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPIFGM2202B Prepare seedbed

Links

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

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Assessment Requirements for FWPFGM2202 Prepare seedbed

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM2202B Prepare seedbed, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- develop a basic site preparation plan with information on:
  - forest area to be prepared
  - particular preparation techniques to be used
  - scheduling
  - resource requirements
  - responsibilities
- select and use appropriate equipment for seedbed preparation including:
  - self propelled or trailed plows, disks, chisels, sweeps for primary tillage
  - harrows, rakes, packers, bed formers, and levellers for final preparation
  - manual and trailed sprayers
  - excavator or skidder for clearing and rough heaping
- using the above site preparation plan, prepare a seedbed using each of the following site preparation techniques:
  - application of herbicides
  - burning
  - clearing
  - rough-heaping

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    - cultivation
    - ripping
    - post-raking
- adjust seedbed preparation in response to issues
- for the seedbed prepared above, complete a basic report describing:
    - survey results
    - suggestions for improvements to seedbed preparation methods and techniques.
    -

Knowledge Evidence

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

- environmental protection practices specific to the seedbed site
- techniques for seedbed preparation:
    - application of herbicides using manual and trailed sprayers
    - burning
    - clearing
    - rough-heaping
    - cultivation
    - ripping
    - post-raking
- site preparation requirements for particular seed species
- key specific seedbed requirements required for sowing suitable seed species:
    - range of species to be sown or planted
    - season
    - area topography
- organisational procedures specific to preparing seedbeds:
    - workplace health and safety with particular emphasis on use of personal protective equipment
    - communication reporting lines
    - recording and reporting site preparation plans, survey results and preparation processes.
    -

Assessment Conditions

The following resources must be made available:

- site for seedbed preparation
- tools and equipment used to prepare seedbeds
- personal protective equipment suitable for seedbed preparation
- work order with specific instructions for seedbed preparation

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- documents, spreadsheets and commonly used proformas for recording site preparation plans, survey results, preparation processes and suggestions for improvements
- relevant personnel for the purposes of communicating information
- organisational procedures for seedbed preparation.

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

Assessor requirements

Assessors must:

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

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

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FWPFGM2203 Plant trees by hand

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM2203B Plant trees by hand, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to select suitable tree stock and plant by hand. Work is completed in a forest environment setting.

The unit applies to Forestry worker, Arboriculture worker, Farm forestry worker, Nursery worker

Plantation establishment worker, Plantation forest officer, Silviculturist,

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 *Elements describe the essential outcomes.*	PERFORMANCE CRITERIA *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.*
1. Prepare for	1.1 Review work order and where required check with appropriate

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ELEMENTS	PERFORMANCE CRITERIA
planting operations	personnel. 1.2 Select appropriate personal protective and other equipment and check for operational effectiveness. 1.3 Obtain and prepare planting stock in line with work order.
2. Prepare for planting	2.1 Assess plant site for suitability and prepare in line with work order. 2.2 Select work methods, quantities and patterns to suit tree type and plant site. 2.3 Select quantity from tree stock in line with production target and stock quality. 2.4 Distribute required stock quantities across the site ready for planting 2.5 Identify and resolve site or equipment hazards in line with organisational safety procedures.
3. Plant tree stock	3.1 Use equipment in line with organisational safety procedures. 3.2 Plant tree stock by hand with minimal handling, adapting work methods or patterns as required. 3.3 Identify and dispose of unsuitable tree stock in line with environmental protection practices. 3.4 Maintain and store equipment and remaining tree stock in line with organisational procedures.

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:	• complete routine calculations involving depth, width and spacing in to plant trees.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPIFGM2203B Plant trees by hand

Links

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

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Assessment Requirements for FWPFGM2203 Plant trees by hand

Modification History

1	Replaces equivalent unit FPIFGM2203B Plant trees by hand, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow work order to prepare planting site for tree stock, according to required:
  - hole depth
  - hole width
  - cultivation requirements
- assess the site and plant tree stock manually by:
  - checking for appropriate atmosphere, moisture content and seasonal suitability for planting
  - ensuring appropriate spacing and growth suitability for each tree
  - handling tree stock minimally
- use the following tools and equipment safely and efficiently when handling tree stock:
  - spade
  - planting frame
  - planting tools
  - harness
  - auger
- identify and resolve the following problems when planting tree stock:
  - site or equipment issues:
    - equipment faults and malfunctions
    - environmental safety hazards
- unsuitable planting stock affected by:
  - pests

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- disease
- nutritional deficiencies.
-

Knowledge Evidence

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

- typical environmental hazards present in forest planting situations and methods of minimising risks:
  - slope
  - water
  - rock
  - undergrowth
  - slash
  - depressions and holes
  - falling or fallen branches
- typical causes of stock defects:
  - pests
  - diseases
  - nutritional deficiencies
- visual characteristics of stock defects:
  - defective form, including double leaders
  - malformed or insufficient root systems
  - discoloured leaves or needles
- factors to consider for planting trees and how these affect quality and characteristics of grown trees:
  - planting depth
  - spacing and row positioning of seedlings
  - root placement
- types of tools and equipment used to plant tools manually and procedures for their safe use and maintenance:
  - spades
  - planting frames
  - planting tools
  - harnesses
  - augers
- organisational procedures specific to planting trees by hand:
  - workplace health and safety with particular emphasis on risk control and use of personal protective equipment
  - communication reporting lines.
- environmental protection practices for forest settings:

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  - cleaning plant, tools and equipment
  - disposing of and recycling waste
  - returning the environment to its original or near to original condition on completion of activity
- safe manual handling techniques for operating in forest settings, specifically those for:
  - shifting
  - lifting
  - carrying tree stock
  -

Assessment Conditions

The following resources must be made available:

- spades
- planting frames
- harnesses
- augers
- personal protective equipment suitable for planting trees
- commercial quantities of tree stock for planting
- work order with specific instructions for types and quantities of trees to be planted
- relevant personnel for the purposes of communicating information
- organisational procedures for planting trees by hand.

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

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FWPFGM2204 Plant trees mechanically

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM2204B Plant trees mechanically, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to select suitable tree stock and plant trees mechanically. Work is completed in a forest environment setting.

The unit applies to Forestry worker, Arboriculture worker, Farm forestry worker, Nursery worker

Plantation establishment worker, Plantation forest officer, Silviculturist

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 *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Prepare for	1.1 Review work order and where required check with appropriate

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ELEMENTS	PERFORMANCE CRITERIA
planting operations	personnel. 1.2 Select appropriate personal protective and other equipment and check for operational effectiveness. 1.3 Obtain and prepare planting stock in line with work order
2. Prepare for planting	2.1 Assess plant site for suitability and prepare in line with work order. 2.2 Select stock quantity from tree stock in line with production target and stock quality. 2.3 Select work methods and patterns to suit tree type, plant site and type of equipment. 2.4 Identify and resolve site or equipment hazards in line with organisational safety procedures.
3. Plant forest trees	3.1 Check planting machine operational effectiveness prior to planting and report faults if identified. 3.2 Use planting machine to plant tree stock in line with production target, manufacturer's instructions and organisational safety and risk minimisation procedures. 3.3 Identify and dispose of unsuitable tree stock in line with environmental protection practices. 3.4 Maintain and store equipment and remaining tree stock in line with organisational procedures.

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:	• complete routine calculations involving depth, width and spacing in to plant trees.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' instructions.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPIFGM2204B Plant trees mechanically

Links

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Assessment Requirements for FWPFGM2204 Plant trees mechanically

Modification History

Release	Comment
Release1	Replaces equivalent unit FPIFGM2204B Plant trees mechanically, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow work order to plant trees mechanically, according to specific work order requirements
- assess the site and plant tree stock mechanically by:
  - checking for appropriate atmosphere, moisture content and seasonal suitability for planting
  - ensuring appropriate spacing and growth suitability for each tree
  - handling tree stock minimally
- use the following tools and equipment safely and efficiently when handling tree stock:
  - planting machine
  - tube planter
  - planting frame
  - harness
  - auger
- identify and resolve the following problems when planting tree stock:
  - site or equipment issues:
    - equipment faults and malfunctions

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    - environmental safety hazards
- unsuitable planting stock affected by:
    - pests
    - disease
    - nutritional deficiencies.
    -

Knowledge Evidence

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

- typical hazards present in forest planting situations:
    - slope
    - water
    - rock
    - undergrowth
    - slash
    - depressions and holes
    - falling or fallen branches
- typical stock defects and visual characteristics:
    - pests
    - diseases
    - nutritional deficiencies
- factors to consider for planting trees and how these affect quality and characteristics of grown trees:
    - planting depth
    - spacing and row positioning of seedlings
    - root placement
- purpose, features, operation and maintenance of tree planting machines
- organisational procedures specific to planting trees mechanically
    - workplace health and safety with particular emphasis on equipment lock-out, risk control and use of personal protective equipment
    - communication reporting lines.
- environmental protection practices for forest settings:
    - cleaning plant, tools and equipment
    - disposing of and recycling waste
    - returning the environment to its original or near to original condition on completion of activity
- safe manual handling techniques for operating in forest settings, specifically those for:
    - shifting
    - lifting
    - carrying tree stock

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Assessment Conditions

The following resources must be made available:

- planting machine
- tube planter
- planting frames
- harnesses
- augers
- personal protective equipment suitable for planting trees
- commercial quantities of tree stock for planting
- work order with specific instructions for types and quantities of trees to be planted
- relevant personnel for the purposes of communicating information
- organisational procedures for planting trees mechanically.

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

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FWPFGM2205 Prune trees

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM2205B Prune trees, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency specifies the outcomes required to select appropriate trees and prepare and prune them. Work is completed in a variety of work settings, including forest environments, farms, nurseries and workshops.

The unit applies to Forestry worker, Arboriculture worker, Farm forestry worker, Nursery worker

Plantation establishment worker, Plantation forest officer, Silviculturist

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 *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Prepare for pruning	1.1 Review work order and where required check with appropriate personnel.

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ELEMENTS	PERFORMANCE CRITERIA
	1.2 Determine existing and potential site hazards and assess associated risks in line with organisational procedures. 1.3 Select appropriate personal protective and other equipment and check for operational effectiveness.
2. Select and prune trees	2.1 Identify and select trees for pruning in line with work order. 2.2 Use ladder handling and pruning techniques in line with organisational safety procedures. 2.3 Prune trees; remove branches, epicormics and green shoots to meet quality requirements.
3. Assess pruning quality	3.1 Assess pruned trees visually to ensure pruning quality and pruned stock level is in line with work order. 3.2 Rectify incorrect pruning to ensure quality of grown trees. 3.3 Dispose of pruned material in line with environmental protection practices. 3.4 Record and report pruning process and equipment faults 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.	
Numeracy skills to:	• identify quantity of trees to be pruned from work order and count numbers • complete routine calculations involving tree spacing, size, lean and angle and count quantity of branches.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders.

Writing skills to:	• complete basic accurate reports on pruning process and equipment faults.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPIFGM2205B Prune trees

Links

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

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Assessment Requirements for FWPFGM2205 Prune trees

Modification History

Release	Comment
Release 1	Replaces equivalent unit FPIFGM2205B Prune trees, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- complete pruning jobs in line with an individual work order for each prescribing different quantities and species of trees to be pruned, utilising the following equipment:
  - pruners
  - jacksaw
  - pouch
  - steps
  - epicormic remover
  - pole saw
  - ladder
  - climbing gear
  - elevated work platform according to site requirements
- at the completion of each of the above jobs:
  - dispose of pruned materials in line with environmental protection practices
  - compete a basic report on pruning processes and equipment faults
  -

Knowledge Evidence

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

- typical workplace hazards associated with pruning trees and methods of minimising risks:

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  - slope and uneven ground
  - falling or fallen branches
  - ladder instability
  - climbing ladders
  - loss of balance
  - damp conditions
- reasons for pruning trees and form pruning techniques
- best seasonal timing for pruning of tree species relevant to the organisation
- what to look for when selecting trees for pruning:
  - prescribed defects
  - green crowns
  - dominance
  - vigour straightness
  - lean
  - size
  - angle
  - number of branches
  - overall tree health
  - stocking
  - spacing and quality requirements
- purpose, features and safe operation of tree pruning tools and equipment:
  - pruners
  - jacksaw
  - pouch
  - steps
  - epicormic remover
  - pole saw
  - ladder
  - climbing gear
  - elevated work platform according to site requirements
- environmental protection practices for disposing of pruned materials:
  - recycling pruned material where appropriate
  - sending pruned material to landfill only where it cannot be recycled
  - redirecting pruned material for energy recovery.
- organisational procedures specific to pruning trees:
  - workplace health and safety with particular emphasis on risk control and use of personal protective equipment
  - communication reporting lines
  - recording and reporting pruning processes and equipment faults.
  -

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Assessment Conditions

The following resources must be made available:

- pruners
- jacksaw
- pouch
- steps
- epicormic remover
- pole saw
- ladder
- climbing gear
- elevated work platform according to site requirements
- a commercial quantity trees to be pruned
- personal protective equipment suitable for pruning trees
- environmental regulations affecting site operations or plain English equivalent documents
- work order with instructions for types and quantities of trees to be pruned
- relevant personnel for the purposes of communicating information
- documents, spreadsheets and commonly used proformas documents for recording pruning process and equipment faults
- organisational procedures for pruning trees.

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

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FWPFGM2206 Collect data or samples for assessment

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM2206B Collect data or samples for assessment, was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to collect data and samples from specified areas for the purposes of assessment. Data and samples can be for a diverse range of items including foliage, wood, soil, seeds, pollen, weeds and insects. The unit includes interpreting maps and plans, marking the sample area, measuring aspects of the sample area, and recording the results in a format suitable for further analysis. Work is completed in a forest environment.

The unit applies to Forestry worker, Arboriculture worker, Farm forestry worker, Nursery worker

Plantation establishment worker, Plantation forest officer, Silviculturist

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states & territories at the time of publication, and may differ according to jurisdiction

Pre-requisite Unit

Nil

Unit Sector

Forest Growing and Management

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further*

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ELEMENTS	PERFORMANCE CRITERIA *information is detailed in the range of conditions.*
1. Prepare for sampling	1.1 Review work order and where required check with appropriate personnel. 1.2 Identify purpose and requirements for sampling from work order. 1.3 Identify sample area from map, plan or work order and interpret relationship of sample area to whole area. 1.4 Select appropriate personal protective and other equipment and check for operational effectiveness.
2. Collect data or samples	2.1 Mark boundaries and corners for sample area using appropriate techniques. 2.2 Re-mark unclear or obliterated markings in line with organisational procedures. 2.3 Take measurements using appropriate equipment in line with organisational procedures. 2.4 Collect and label samples in line with work order.
3. Complete records	3.1 Record collected data or samples in line with organisational procedures. 3.2 Check results and rectify omissions and errors. 3.3 Submit samples and records for assessment in line with organisational procedures.

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:	• interpret numerical data and symbols on maps • complete sometimes complex calculations and record numerical data involving areas, ratios, percentages, volumes, lengths and diameters
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders.
Reading skills to:	• interpret: • workplace health and safety and other organisational procedures • work orders • site plans and maps.

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Writing skills to:	• accurately label samples and complete basic routine records for data and samples.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and sampling work using work order to guide activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIFGM2206B Collect data or samples for assessment

Links

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

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Assessment Requirements for FWPFGM2206 Collect data or samples for assessment

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM2206B Collect data or samples for assessment, was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- Complete data and sample collection jobs in line with an individual work order prescribing different sampling areas, purpose for collection and type of data and samples to be collected
- across the above jobs, collect data for and samples of one or more of the following materials:
  - foliage
  - wood
  - soil
  - seeds
  - pollen
  - weeds
  - insects
- for each of the above jobs, record results of data and sample collection in a format suitable for analysis.

Knowledge Evidence

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

- common purposes for collecting data or samples:

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  - calculating volume of timber and residue
  - inventory control
  - stock count
  - assisting with trials
  - environmental assessment
  - conducting pest and disease surveys
  - documenting site factors
- methods used to identify boundaries and corners and for marking areas:
  - pegging
  - placing flags
  - placing balloons
  - spraying
- types of samples commonly collected and techniques to collect and label:
  - foliage
  - wood
  - soil
  - seeds
  - pollen
  - weeds
  - insects
- typical stock defects and visual characteristicsfrom the effects of:
  - pests
  - diseases
  - nutritional deficiencies
- typical hazards present in forest environments, and methods of minimising risks and moving through the environment safely:
  - slope
  - water
  - rock
  - undergrowth
  - slash
  - depressions and holes
  - falling or fallen branches
- format, content and use of documents used to record data and sample collection and methods used to record information for analysis
- purpose, features and safe operation of data and sample collection equipment:
  - measuring tape
  - callipers
  - measuring poles
  - paint

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    - purpose-specific balloons
    - flags
    - pegs
    - mallet
    - pruning shears
- organisational procedures specific to collecting data and samples:
    - workplace health and safety with particular emphasis on use of personal protective equipment
    - communication reporting lines
    - recording and reporting data and sample collection.

Assessment Conditions

The following resources must be made available:

- measuring tools and instruments:
    - measuring tape
    - callipers
    - measuring pole
- marking tools and instruments:
    - paint
    - purpose-specific balloons
    - flags
    - pegs
    - mallet
- pruning shears
- sample collection container and labels
- personal protective equipment suitable for collecting data and samples
- work order with specific instructions for collecting data and samples
- relevant personnel for the purposes of communicating information
- maps for the area subject to data and sample collection
- documents, spreadsheets and commonly used proformas documents for recording data and sample collection
- organisational procedures for collecting data and samples.

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

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- 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

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FWPFGM2207 Undertake brushcutting operations

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM2207B Undertake brushcutting operations, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to plan for and safely cut vegetation using a professional standard blade type brushcutter. Work is completed in a variety of work settings including forest environments, farms, nurseries and local council environments.

The unit applies to forestry worker, plantation forest officer, arboriculture worker.

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 *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Prepare for brushcutting	1.1 Review work order and where required check with appropriate personnel. 1.2 Select personal protective and other equipment and check for operational effectiveness.

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ELEMENTS	PERFORMANCE CRITERIA
	1.3 Identify and assess environmental conditions and site hazards in line with organisational procedures. 1.4 Select appropriate cutting methods for identified types of vegetation and to optimise time and safety.
2. Operate brushcutter	2.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Use hand signals with other operators to maintain effective and safe operations. 2.3 Adjust brushcutter safety harness and handles to correct ergonomic position. 2.4 Monitor brushcutter for operational effectiveness and refuel as required. 2.5 Operate brushcutter appropriate to site conditions and at a safe distance from other people present. 2.6 Dispose of cut vegetation in line with environmental protection practices.
3. Complete operator maintenance	3.1 Follow organisational safety procedures to lock out equipment. 3.2 Check brushcutter blades for bluntness or damage. 3.3 Remove and replace brushcutter blades and other operator-replaceable components in line with manufacturer's recommendations. 3.4 Dispose of used blades in line with environmental protection practices. 3.5 Record and report equipment faults and maintenance requirements 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.	
Numeracy skills to:	• complete routine measurements of fuel volume.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders.
Reading skills to:	• interpret: • workplace health and safety and other organisational

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	procedures • work orders • manufacturers' instructions and maintenance recommendations.
Writing skills to:	• complete accurate basic records for equipment faults and maintenance requirements.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and brushcutting activities using work order to guide activities.

•
•

Range of Conditions

Not Applicable

Unit Mapping Information

FPIFGM2207B Undertake brushcutting operations

Links

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

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Assessment Requirements for FWPFGM2207 Undertake brushcutting operations

Modification History

Release	Comment
Release 1	Replaces equivalent unit FPIFGM2207B Undertake brushcutting operations, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- assess, plan and safely complete brushcutting jobs in line with work order prescribing areas and types of vegetation to be cut
- on completion of each of the above jobs:
  - dispose of cut vegetation in line with environmental protection practices
  - complete operator maintenance operator maintenance tasks including oil, fuel, safety checks, cleaning, lubricating, adjustments
  - compete basic records for equipment faults and maintenance requirements.

Knowledge Evidence

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

- typical workplace hazards associated with operating brushcutters and methods of minimising risks:
  - ground growth
  - ground slope
  - ground hazards
  - noise
  - weather
  - kickback

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    - flying objects
- safe working distances from other people present
- purpose, features and safe operation of brushcutters
- the correct ergonomic position in which to conduct brushcutter operations, including using a safety harness and handle adjustments
- methods for assessing blade condition, removing and replacing
- operator maintenance tasks including oil, fuel, safety checks, cleaning, lubricating, adjustments
- different types of vegetation and the appropriate brushcutting methods
- environmental protection practices for disposing of cut vegetation:
    - recycling vegetation where appropriate
    - sending vegetation to landfill only where it cannot be recycled
    - redirecting vegetation for energy recovery.
- organisational procedures specific to brushcutting operations:
- workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
- communication reporting lines
    - recording and reporting equipment faults and maintenance requirements.

Assessment Conditions

The following resources must be made available:

- brushcutters
- maintenance tools and equipment for removing and replacing blades
- consumable fuel, brushcutter blades and other components
- personal protective equipment suitable for operating brushcutters
- manufacturers' instructions for use and maintenance of equipment
- work order with specific instructions for brushcutting operations
- template documents for recording equipment faults and maintenance requirements
- relevant personnel for the purposes of communicating information
- organisational procedures for operating brushcutters.

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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FWPFGM2209 Cut, sort and set cuttings

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM2209B Cut, sort and set cuttings, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to cut, sort and set cuttings. The unit includes preparing cuttings and the growing environment. Work is completed in a variety of work settings, including forest environments, farms, nurseries and workshops.

The unit applies to Forestry worker, Arboriculture worker, Farm forestry worker, Nursery worker

Plantation establishment worker, Plantation forest officer, Silviculturist

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 *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Prepare for cutting	1.1 Review work order and where required check with appropriate

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ELEMENTS	PERFORMANCE CRITERIA
	personnel. 1.2 Select appropriate personal protective and other equipment and check for operational effectiveness. 1.3 Clear and clean work area to eliminate contamination of plants.
2. Sort and select cuttings for setting	2.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Prepare parent plant and take cutting using method appropriate to species. 2.3 Assess cuttings visually, select and condition for propagation to maintain maximum viability appropriate to species requirements. 2.4 Dispose of discarded cutting material in line with environmental protection practices.
3. Prepare growing site and set cuttings	3.1 Prepare growing environment and weed retardents in line with work order, and organisational and environmental requirements 3.2 Set cuttings in growing environment using appropriate tools and equipment 3.3 Control pests and diseases as required in line with organisational safety procedures. 3.4 Record and report cutting, sorting and setting production outcomes 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.	
Numeracy skills to:	• complete routine measurements for spacing cuttings for propagation • calculate routine dilution ratios to prepare pest and weed control chemicals.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders

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	• safety data sheets or plain English equivalents for chemicals.
Writing skills to:	• complete accurate basic records for production outcomes.
Planning and organising skills to:	• efficiently and logically sequence the stages of cutting, sorting and setting using work order to guide activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIFGM2209B Cut, sort and set cuttings

Links

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

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Assessment Requirements for FWPFGM2209 Cut, sort and set cuttings

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM2209B Cut, sort and set cuttings, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

select and use cutting and conditioning techniques, prepare the growing environment, and set cuttings according to the individual species and to ensure maximum viability of plants

- at the completion of the above:
  - dispose of discarded cuttings in line with environmental protection practices
  - compete basic records for production outcomes.

Knowledge Evidence

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

- spoilage and contamination issues for plant cuttings
- cleaning techniques, features and uses of cleaning products for plant preparation areas to avoid contamination of plants
- for the range of plants propagated by the organisation:
  - cutting techniques
  - pre-planting conditioning techniques, nutritional treatments and storage requirements to ensure maximum viability of plants

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    - suitable growing environments to ensure maximum viability of plants
    - common pests, diseases and nutritional deficiencies and visual characteristics
- methods of remedial action for plants affected by pests and diseases:
    - removal of infected material
    - treatment of site with chemicals
- methods used to control weeds:
    - weed-mat
    - slatted benches
    - chemical solutions
- purpose, features and safe operation of equipment used to cut, sort and set cuttings
- environmental protection practices for disposing of plant cuttings:
    - recycling material where appropriate
    - sending pruned to landfill only where it cannot be recycled
- organisational procedures specific to cutting, sorting and setting cuttings:
    - workplace health and safety with particular emphasis on use of personal protective equipment and handling hazardous substances
    - communication reporting lines
    - recording and reporting site production outcomes.
    -

Assessment Conditions

The following resources must be made available:

- motorised or electrically-powered automated systems or manually-operated equipment and tools
- pest control chemicals
- weed retardants
- commercial quantities of plants to be propagated
- personal protective equipment suitable for cutting, sorting and setting cuttings
- safety data sheets for chemicals or plain English equivalent documents
- work order with specific instructions for types and quantities of plants to be propagated
- relevant personnel for the purposes of communicating information
- documents, spreadsheets and commonly used proformas documents for recording production outcomes
- organisational procedures for cutting, sorting and setting cuttings.

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

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

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FWPFGM2210 Implement animal pest control procedures

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM2210B Implement animal pest control procedures, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to control browsing pests, such as rabbits, foxes, rats, kangaroos, wallabies and dogs. Work is completed in a variety of work settings, including forest environments, farms, nurseries and workshops.

The unit applies to Forestry worker, Arboriculture worker, Farm forestry worker, Nursery worker, Plantation establishment worker, Plantation forest officer, Silviculturist.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states & territories at the time of publication, and may differ according to jurisdiction

Pre-requisite Unit

Nil

Unit Sector

Forest Growing and Management

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Prepare to control pests	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate personal protective and other equipment and

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ELEMENTS	PERFORMANCE CRITERIA
	check for operational effectiveness. 1.3 Identify pests to be controlled and select and check control method in line with work order. 1.4 Identify and obtain required permits or licences in line with organisational procedures.
2. Control pests	2.1 Use equipment and animal baits in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Notify neighbouring landholders of pest control operation and erect appropriate signage in line with organisational procedures. 2.3 Control animal pests using appropriate methods in line with work order.
3. Complete pest control operation	3.1 Dispose of pests in line with environmental protection practices. 3.2 Remove temporary signage and store in line with organisational procedures. 3.3 Record and report pest control outcomes 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.	
Numeracy skills to:	• complete routine calculations to measure animal bait dose rates and areas for distribution.
Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • safety data sheets or plain English equivalents for animal baits

Writing skills to:	• complete accurate basic records for pest control outcomes.
Planning and organising skills to:	• efficiently and logically sequence the stages of planning for and controlling animal pests work order to guide activities.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPIFGM2210B Implement animal pest control procedures

Links

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

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Assessment Requirements for FWPFGM2210 Implement animal pest control procedures

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM2210B Implement animal pest control procedures, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- complete animal pest control procedures in line with an individual work order prescribing the animal species to be controlled
- for each of the above procedures:
  - obtain the required permits or licences for the control activity
  - select the most appropriate control method for the species
- across the above procedures, use one or more of these animal control methods:
  - all legally approved forms of trapping pests
  - all legally approved baits and methods of distribution
  - legally approved shooting
- at the completion of each of the above jobs:
  - dispose of pests in line with environmental protection practices
  - compete basic records for pest control outcomes.

Knowledge Evidence

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

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- key features and application of animal pest control methods including:
  - all legally approved forms of trapping pests
  - all legally approved baits and methods of distribution
  - legally approved shooting
- requirements for obtaining permits and licences for different types of animal pest control activities and the authority from whom approval must be obtained
- types of animal pests, their effects on operational production and optimum control methods:
  - rats
  - rabbits
  - foxes
  - kangaroos
  - wallabies
  - dogs
- chemical bait uses, dose and distribution rates
- animal-handling techniques to minimise animal distress
- signage requirements to indicate presence of animal control measures:
  - types of signs
  - approved wording
  - distribution
- hazards of handling traps, chemical baits and fire-arms and methods to minimise associated risks
- organisational procedures specific to controlling animal pests:
  - workplace health and safety with particular emphasis on use of personal protective equipment and handling hazardous substances
  - communication reporting lines
  - recording and reporting pest control outcomes.

Assessment Conditions

The following resources must be made available:

- equipment and substances used to control animal pests
- signs used for identifying the presence of animal control measures
- personal protective equipment suitable for animal pest control activities
- safety data sheets for animal bait chemicals or plain English equivalent documents
- work order with specific instructions for animal pest control activities
- template documents for:
  - applying for permits and licences
  - recording pest control outcomes
- relevant personnel for the purposes of communicating information
- organisational procedures for controlling animal pests.

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

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FWPFGM2211 Detect fires

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM2211B Detect fires, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit describes the outcomes required to detect smoke and fire in forest environments, maintain communication with fire command or control and to record information using required formats and conventions. Detection can take place in all types and locations commonly found in forested and grassland country as well as in towers and aircraft.

The unit applies to Forestry Worker, Mobile Equipment Operator, Chainsaw Operator.

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 *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Locate position in the field	1.1 Identify smoke and current position of fire using landmarks and key geographical features.

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ELEMENTS	PERFORMANCE CRITERIA
	1.2 Locate current position of fire on a map or plan.
2. Record and report smoke and other sightings	2.1 Record and report smoke and other sightings promptly in line with organisational procedures. 2.2 Maintain chronological log in line with organisational procedures. 2.3 Identify situations requiring specialist advice and seek assistance as required in line with organisational procedures.
3. Communicate with fire command or control	3.1 Use communications equipment to relay location of own position and sightings to fire command or control using organisational procedures. 3.2 Record and relay relevant meteorological information and conditions using required conventions and formats. 3.3 Record and report fire detecting processes and outcomes 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.	
Numeracy skills to:	• interpret numerical data and symbols on maps • complete precise calculations using maps and landmarks to determine location of fire and track progression • record precise numerical data in chronological sequence about progressive location and speed of fire.
Oral communication skills to:	• provide clear unambiguous information about the location of fires.

Reading skills to:	• interpret:
	  • organisational procedures
	  • map features and plan details.

Writing skills to:	• record accurate and detailed information about fires in logs, reports and records.

Range of Conditions

Not Applicable

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Unit Mapping Information

FPIFGM2211B Detect fires

Links

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

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Assessment Requirements for FWPFGM2211 Detect fires

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM2211B Detect fires, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to detecting fires
- locate and identify on a map or plan the current position of a fire from the field or air
- note and report sighting details, including estimated distances, in the required formats and conventions including:
- track the progression of the fire using landmarks and maps
- make initial and ongoing reports of fire activity
- maintain a chronological log of fire activity and meteorological measurements
- complete a basic accurate report on fire detecting processes and outcomes.

Knowledge Evidence

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

- smoke types, colour and meaning
- map types and features, common scales used on maps and plans, and methods for their use and manipulation
- terrain and geographical features visible from a tower or aircraft
- procedures for measuring and recording meteorological data
- precautions to be taken in extreme weather conditions

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- fire command or control conventions for recording and reporting fire sightings in an emergency situation
- organisational policies and procedures specific to detecting fires:
  - communication reporting lines
  - recording and reporting fires
  - emergency evacuation
  -

Assessment Conditions

The following resources must be made available:

- communication equipment used to relay information
- documents, spreadsheets and commonly used proformas for recording and reporting fires
- relevant personnel for the purposes of communicating information
- organisational policies and procedures for recording and reporting fires.

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

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FWPFGM2212 Graft cuttings

Modification History

Release	Comment
1	Replaces equivalent FPIFGM2212B Graft cuttings, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to prepare and graft cuttings on to a mature plant. The unit applies to pre-planting treatments and nutritional care in a variety of work settings including forest environments, farms, agriculture, workshops, domestic, nurseries and local councils.

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 *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Prepare cuttings	1.1 Interpret and check work order with appropriate personnel, if required 1.2 Select and check equipment for operational effectiveness, appropriate to work requirements and according to manufacturer

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ELEMENTS	PERFORMANCE CRITERIA
	recommendations 1.3 Prepare the parent plant and apply a suitable method to take the cutting appropriate to the species 1.4 Identify and provide correct conditioning and storage procedures appropriate to species requirements to maintain maximum viability of cuttings
2. Sort and select cuttings	2.1 Identify and follow organisational hygiene practices and procedures to maintain a contamination-free work area 2.2 Undertake work using established safe operating practices in line with workplace procedures and environmental requirements 2.3 Visually assess and select cuttings for propagation in line with work order requirements 2.4 Dispose of discarded cutting material in line with workplace waste disposal guidelines and organisational requirements.
3. Graft cuttings on to mature plant	3.1 Prepare mature plant for grafting and apply pre-planting treatment using methods suitable to the species 3.2 Use handling methods that prevent damage to cuttings 3.3 Check grafting type is appropriate to species type and apply identifying labels in line with workplace procedures 3.4 Provide and maintain nutrients and growing environment for grafted cuttings appropriate to the species requirements 3.5 Take remedial action as required to control pests and diseases in line with specified planting program 3.6 Record and report grafting process to the 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.	
Numeracy skills to:	• measure quantities of nutrients appropriate to cuttings • estimate timeframes appropriate to graft cutting processes
Oral communication skills to:	• ask questions to clarify instructions • explain routine procedures to others
Reading skills to:	• read and follow information on equipment and in workplace procedure manuals on safety and environmental requirements when

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	grafting cuttings • read and interpret information from tables and charts • read and interpret safety instructions in relation to using nutrients
Writing skills to:	• label grafted cuttings legibly and accurately with correct species name • complete factual reports on grafting process
Problem solving skills to:	• use and maintain equipment and tools for grafting cuttings • identify and apply different workplace requirements to plant species in graft cutting and storage.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIFGM2212B Graft cuttings.

Links

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

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Assessment Requirements for FWPFGM2212 Graft cuttings

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM2212B Graft cuttings, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:
- use appropriate grafting tools and equipment, including hand-held tools, a grafting or budding knife, secateurs and grafting tape
- maintain a hygienic work environment, when grafting cuttings
- use appropriate methods and techniques to graft cuttings onto a mature plant
- maintain a growing environment suitable to the plant species, when grafting cuttings
- apply nutrients, chemicals, fertilizers and organic material to grafted cuttings
- apply remedial treatments to plants, including removal of infected material and treatment with chemicals
- dispose of discarded cutting material by recycling or sending to landfill
- record and report grafting process according to workplace procedures using a manual, computer based or other appropriate communication system
-

Knowledge Evidence

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

- types and species of cuttings and suitable grafting methods and storage
- grafting methods and the type of equipment used for each method
- pre-planting treatments to prepare for grafting
- water and nutrient requirements for cuttings, including chemicals, fertilisers and organic material
- techniques of taking cuttings

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- conditioning and storage requirements for cuttings
- impact of different growing environments on grafted cuttings including:
  - heat
  - light
  - humidity
  - wind
  - sun
  - moisture
  - topography
  - rainfall
- established workplace communication channels and protocols
- problem identification and resolution strategies, and common fault finding techniques in relation to grafting cuttings
- types of tools and equipment used in grafting cuttings, including hand-held tools, including a grafting or budding knife, secateurs and grafting tape and procedures for their safe use and maintenance
- remedial treatment on grafted cuttings, including the removal of infected material and treatment with chemicals
- mathematical procedures for estimating and measuring, including calculating time to complete tasks and measuring quantities of nutrients
- procedures for recording and reporting workplace information.
-

Assessment Conditions

The following resources must be made available:

- materials and equipment relevant to undertaking work applicable to this unit including:
  - specifications and work instructions
  - different plant species and cuttings
  - growing environments
  - nutrients including chemicals, fertilisers and organic material
  - equipment hand-held tools, a grafting or budding knife, secateurs and grafting tape
  - storage facilities for cuttings
- personal protective equipment suitable for grafting cuttings
- safety equipment
- specifications and work instructions
- relevant personnel for the purposes of communicating information
- organisational procedures for controlling animal pests

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

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

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FWPFGM2213 Process seed

Modification History

Release	Comment
1	Replaces equivalent FPIFGM2213B Process seed, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to treat, store and despatch seed.

The unit applies to processing seed in a variety of work settings, including forest environments, farms, agriculture, nurseries and local councils.

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 describe the essential outcomes.	*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.*
1. Prepare to process seed	1.1 Interpret and check work order, with appropriate personnel, if required 1.2 Identify and adhere to site environmental protection measures in line with relevant regulations and workplace requirements for processing seed

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	1.3 Select and check equipment appropriate to work requirements for operational effectiveness in line with manufacturer recommendations 1.4 Check seed processing operations for safe working conditions and plans in line with site procedures and environmental requirements
2. Treat and store seed	2.1 Separate seeds from other materials, weigh and store in line with species and site procedures 2.2 Treat seeds to prevent deterioration in line with seed species and site procedures 2.3 Record seed information accurately in line with site procedures 2.4 Package seed for storage in line with industry and workplace requirements.
3. Prepare seed sample for viability testing	3.1 Identify and check seed sample for testing in line with work order 3.2 Remove seed sample from lot and prepare for testing in line with site procedures, and industry, organisational and environmental requirements 3.3 Clearly label and package representative seed sample for despatch to testing body in line with site procedures 3.4 Record seed sample information accurately in line with site procedures.
4. Despatch seed	4.1 Interpret and check seed request specifications, with appropriate personnel 4.2 Retrieve seed from storage, and calculate quantities and species of seed to meet request specifications 4.3 Weigh, document and place each seed species in an appropriate container in line with request requirements and site procedures 4.4 Mix multiple seed lots thoroughly, as required in line with request specifications 4.5 Accurately and clearly label seed and seed mixtures in line with industry requirements and site procedures 4.6 Organise and undertake despatch of seed in line with request specifications and site procedures 4.7 Record and report seed processing results in line with industry requirements, site procedures and environmental requirements.

Foundation Skills

This section describes those core and employment skills that are essential to performance and

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are not explicit in the performance criteria.	
Numeracy skills to:	• calculate seed weight and quantity using scales • identify and calculate percentages in specifications for seed mix • estimate impact of time on storage of seed • estimate time to complete work tasks when processing seed • undertake numerical calculations on seed processing equipment
Oral communication skills to:	• ask questions to clarify instructions • explain routine procedures to others
Reading skills to:	• read and follow information on equipment and in workplace procedure manuals on safety and environmental requirements when processing seed • interpret instructions combining of written and pictorial information on equipment or in operational manuals
Writing skills to:	• complete seed records and labels accurately and legibly using correct technical and enterprise specific vocabulary
Problem solving skills to:	• use and maintain equipment and tools for processing seed • identify and apply different workplace requirements to plant species in seed processing and storage.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIFGM2213B Process seed.

Links

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

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Assessment Requirements for FWPFGM2213 Process seed

Modification History

Release	Comment
1	Replaces equivalent FPIFGM2213B Process seed, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- apply effective methods to treat seed, including fungicides and cleaning
- test, package and store seed species using:
  - vacuum sealing
  - use of inert atmospheres, including nitrogen and carbon dioxide
  - control of packing environment, including temperature, light and moisture
- operate and maintain seed processing equipment including electric and manual scales, packaging material, seed cleaning machine, seed lot mixing device, lifting equipment
- separate seeds, using one or more of the following methods:
- hand selection
  - wind separation and winnowing
  - sieving
  - vibrating
  - flotation
  - drying
  - crumbling of husks
- despatch seed in line with seed request specifications, including:
  - seed species

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  - percentage of seed mix
  - pure graded seed
  - rate of sown
  - dispatch container
  - method of dispatch
  - sowing equipment to be used
- record seed processing information and results and maintain workplace information

Knowledge Evidence

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

- using seed material effectively and efficiently
- types of seed processing tools and equipment, including electric and manual scales, packaging material, seed cleaning machine, seed lot mixing device, lifting equipment
- seed separation methods and their uses including:
  - hand selection
  - wind separation and winnowing
  - sieving
  - vibrating
  - flotation
  - drying
  - crumbling of husks
- impact and application procedures of seed treatments including fungicides and cleaning
- hazards associated with the storage, treatment and despatch of seed
- seed species and treating, packaging and storage processes
- seed treatments and storage requirements for different seed species
- types of diseases and pests likely to infect the species
- problem identification and resolution strategies, and common fault finding techniques when processing seed
- appropriate mathematical procedures for estimating and measuring, including calculating time to complete tasks when processing seed
- workplace procedures for recording and reporting workplace records and seed information including:
  - species
  - time and date of harvest
  - time and date of receipt into the store
  - place or origin of seed
  - container identifier
- packaging including:
  - vacuum sealing
  - use of inert atmospheres, including nitrogen and carbon dioxide

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    - control of packing environment, including temperature, light and moisture
- request specifications including:
    - seed species
    - percentage of seed mix
    - pure graded seed
    - rate of sown
    - dispatch container
    - method of dispatch
    - sowing equipment to be used
- appropriate container criteria:
    - length of time seed will be stored
    - method to be used to transport seed
    - equipment to be used for sowing seed
    - quantity of seed
    - size of individual seeds

Assessment Conditions

The following resources must be made available:

- workplace location or simulated workplace, required to treat, store and despatch seed.
- materials and equipment relevant to undertaking seed processing work applicable to this unit equipment, including electric and manual scales, packaging material, seed cleaning machine, seed lot mixing device, lifting equipment
- specifications and work instructions
- personal protective equipment suitable to process seed
- safety equipment
- relevant personnel for the purposes of communicating information

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

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FWPFGM2214 Maintain visitor sites

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Application

This unit of competency describes the outcomes required to maintain sites and facilities used by the public. The unit includes identifying and reporting site hazards and safely handling waste materials.

The unit applies to the maintenance of visitor sites in forest environment settings.

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

Element *Elements describe the essential outcomes.*	**Performance Criteria** *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.*
1. Prepare for site maintenance	1.1 Identify maintenance requirements from work order and supervisor instructions in line with organisational requirements 1.2 Identify and obtain supplies in line with work order and

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	organisational procedures 1.3 Select, transport and store equipment in line with organisational requirements 1.4 Identify and assess potential and existing site hazards in line with WHS and environmental requirements, and organisational procedures 1.5 Establish and maintain communication with colleagues and others in line with WHS requirements.
2. Maintain site	2.1 Inspect visitor site to determine maintenance and cleaning requirements in line with organisational procedures and environmental requirements 2.2 Maintain visitor site in line with organisational and environmental requirements 2.3 Handle and remove waste materials according to environmental, WHS and workplace requirements 2.4 Identify, note and report problems in line with organisational procedures 2.5 Record and report visitor site maintenance 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.	
Numeracy skills to:	• measure, estimate and calculate time required to complete a task • measure and estimate correct amounts of cleaning chemicals.
Reading skills to:	• locate, record and report information • interpret instructions which combine pictorial and written information on chemicals, equipment and in workplace manuals.
Writing skills to:	• complete forms requiring factual data relevant to visitor site maintenance • record and report using a manual, computer based or other appropriate communication system.
Problem solving skills to:	• identify potential hazards and risks when maintaining sites and demonstrate appropriate response procedures • identify equipment faults when maintaining sites and demonstrate appropriate response procedures.

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPFGM2214 Maintain visitor sites Release 2	FWPFGM2214 Maintain visitor sites Release 1	Minor typographical errors corrected	Equivalent unit

Links

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

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Assessment Requirements for FWPFGM2214 Maintain visitor sites

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- maintain visitor sites by:
  - lawn mowing and edging
  - raking leaves
  - cleaning toilets, shower blocks and other structures
  - supplying firewood
  - repainting and other minor repairs
  - removing rubbish
- follow regulatory and workplace requirements and codes of practice relevant to maintaining visitor sites
- check and order supplies of consumables for cleaning relevant to maintaining visitor sites including:
  - toilet paper
  - cleaning chemicals
  - lawn mower fuel
  - paint
- select and use types of cleaning and maintenance equipment including:
  - manual cleaning tools
  - power tools
  - petrol-driven lawn mowers
  - whipper snipper and edger

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- undertake efficient and safe selection, use, transport and storage of equipment and supplies with no damage to equipment, property, environment, colleagues or the public
- identify site hazards or unsafe facilities including:
  - contaminated waste material
  - visitors moving around adjacent to maintenance activities
  - unsafe structures
  - deteriorated structures
  - natural features or facilities
  - and demonstrate an appropriate response, including reporting to supervisor
- handle and remove waste or contaminated material including:
  - blood
  - bandages
  - sanitary bins
  - effluent
  - garbage
  - sharps
- identify, note and report problems including:
  - deteriorated or vandalised structures
- record and report manually, in a computer based system or other appropriate organisational communication system:
  - problems including deteriorated or vandalised structures and natural features and facilities that do not meet enterprise acceptable standards
  - maintenance outcomes
  - hazards and incidents
  - equipment malfunctions and damage

Knowledge Evidence

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

- environmental protection requirements, including:
  - waste minimisation
  - the safe disposal of waste material
  - implementing recycling and reuse guidelines
  - the safe use and storage of chemicals
  - the minimisation of environmental impact
  - cleaning of plant, tools and equipment
- work place and site standards, requirements, policies and procedures for maintaining visitor sites including:
  - camp grounds
  - toilet and shower blocks
  - natural features

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- identification and handling procedures relevant to environmental risks and hazards, including:
  - contaminated waste material
  - visitors moving around adjacent to maintenance activities
  - unsafe structures
  - deteriorated structures
  - natural features or facilities
- types of cleaning and maintenance equipment and procedures for their safe use, including:
  - manual cleaning tools
  - power tools
  - petrol-driven lawn mowers
  - whipper snipper and edger
- types of maintenance supplies and consumables, including:
  - toilet paper
  - cleaning chemicals
  - lawn mower fuel
  - paint
- procedures for the safe use and maintenance of cleaning and maintenance tools and equipment, including:
  - selection of appropriate cleaning and maintenance equipment
  - checking and ordering supplies of consumable items
  - transporting and storing equipment
- operation of septic tanks and other plumbing associated with visitor use facilities
- established communication channels and protocols
- procedures and practices for recording and reporting workplace information on a manual or computer based system or other appropriate communication system.

Assessment Conditions

The following resources must be made available:

- workplace location or simulated workplace, including camp grounds, toilet and shower blocks and natural features
- materials and equipment relevant to undertaking work applicable to this unit, including manual cleaning tools, power tools, petrol-driven lawn mowers, whipper snipper and edger
- specifications and work instructions
- relevant personnel for the purposes of communicating information

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:

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

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FWPFGM2215 Measure trees

Modification History

Release	Comment
1	Replaces superseded equivalent FPIFGM2215B Measure trees, first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to measure trees, record tree measurement data and identify tree abnormalities.

The unit applies to measuring trees in a forest environment.

The unit applies to Forestry worker, Arboriculture worker, Farm forestry worker, Nursery worker, Plantation establishment worker, Plantation forest officer, Silviculturist

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 describe the essential outcomes.	*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.*
1. Identify tree measuring requirements	1.1 Interpret and check work order, as required with appropriate personnel 1.2 Select tools appropriate to work requirements and check for operational effectiveness in line with manufacturer recommendations

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	1.3 Establish and maintain communication with colleagues and others in line with WHS requirements..
2. Measure and record tree measurements and abnormalities	2.1 Undertake work by using established safe operating practices in line with site procedures and environmental requirements 2.2 Select, use and maintain suitable personal protective equipment and clothing 2.3 Identify site environmental concerns in line with relevant regulations and workplace requirements 2.4 Identify from the work order the forest area to be worked within and locate on the ground 2.5 Obtain, check and record accurately tree measurements in the appropriate style and format in line with organisational and environmental requirements 2.6 Identify, assess and record tree abnormalities in line with workplace procedures.

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:	• review own skills in relation to assessing abnormalities in trees
Numeracy skills to:	• use mathematical techniques to calculate stand height and measure dimension and volume in relation to trees • identify, estimate and measure common angles and shapes when measuring trees
Oral communication skills to:	• select and use appropriate spoken communication strategies with work colleagues and other personnel when measuring and assessing trees
Reading skills to:	• interpret instructions which combine pictorial and written information on equipment , site plans and in workplace manuals when measuring and assessing trees
Writing skills to:	• record accurately and legibly tree measurements and factual information about tree abnormalities
Problem solving skills to:	• identify problems and equipment faults when measuring trees and demonstrate appropriate response procedures

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Range of Conditions

Not Applicable

Unit Mapping Information

FPIFGM2215B Measure trees

Links

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

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Assessment Requirements for FWPFGM2215 Measure trees

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM2215B Measure trees, first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- on native or plantation trees, carry out tree measuring procedures without causing damage to tree, environment, equipment or personnel and including:
  - calculating stand height in line with sampling technique
  - measuring log volume and length
  - diameter and girth (over or under bark at breast height or ground level)
  - classifying stem form or crown class
  - identify and follow applicable commonwealth, state or territory legislative and regulatory requirements and codes of practice relevant to measuring trees
- identify tree form and abnormalities, including:
  - butt swell
  - double leaders
  - heavy branching
  - ramicorns
- use and maintain appropriate measuring tools including:
  - diameter tapes
  - length tapes
  - optical wedges
  - clinometers
- locate forest or plot area from map or plan
- communicate effectively and work safely with others

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•

Knowledge Evidence

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

- tree measuring techniques, including relevant mathematical calculations and basic trigonometry including:
  - tolerances, allowances, calibration requirements and special procedures
  - tree diameter and girth (over or under bark at breast height or ground level)
  - tree height
  - log length
- organisational and site standards, requirements, policies and procedures for measuring trees
- environmental risks and hazards
- species and characteristics of vegetation to be measured, including plantation and native forest trees
- tree abnormalities including:
  - butt swell
  - double leaders
  - heavy branching
  - ramicorns
- types of measuring tools, and procedures for their safe use and maintenance, including:
  - diameter tapes
  - length tapes
  - optical wedges
  - clinometers
- established communication channels and protocols
- problem identification and resolution strategies, and common fault finding techniques
- procedures for recording and reporting workplace information

Assessment Conditions

The following resources must be made available:

- workplace location or simulated workplace that includes plantation or native forest trees
- materials and equipment relevant to undertaking work applicable to this unit including:
  - diameter tapes
  - length tapes
  - optical wedges
  - clinometers
- specifications and work instructions
- relevant personnel for the purposes of communicating information

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

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FWPFGM3201 Manage seed collection

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM3201B Manage seed collection, which was first released with FPI11 Forest and Forest Products Training Package Version 1. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to plan and monitor the implementation of seed collection or sowing programs. The unit includes collection of native and non-native species.

The unit applies to those who manage seed collection in settings such as: forest environments, farms, agriculture, nurseries and local councils.

The unit applies to Forestry technician, Nursery technician, Supervisor (Forestry operations), Tree planter, Silviculturist, Arboriculture technician

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states & territories at the time of publication, and may differ according to jurisdiction.

Pre-requisite Unit

Nil

Unit Sector

Forest Growing and Management

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Plan seed collection	1.1 Analyse seeding and/or planting program and identify seed characteristic requirements.

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	1.2 Identify seed collection opportunities and determine a suitable area for seed collection. 1.3 Select seed collection methods and determine the quantity, cost and impacts on provenances and species. 1.4 Identify the required approvals and seek and obtain from relevant authorities. 1.5 Determine measurable performance indicators, specifications and targets. 1.6 Seed collection plan, costs and performance indicators are clearly documented and communicated to appropriate personnel.
2. Implement and monitor seed collection	2.1 Coordinate and schedule resources required for seed collection. 2.2 Establish and maintain communication with others to ensure safety. 2.3 Implement the seed collection plan. 2.4 Monitor seed collection activities to ensure compliance requirements are adhered to. 2.5 Adjust seed collection activities to meet site conditions and communicate to appropriate personnel.
3. Review seed collection	3.1 Assess and evaluate data from seed collection activity to confirm techniques, methodologies and costs are in line with plan. 3.2 Identify issues and impediments to seed collection activities and program costs. 3.3 Prepare a cost benefit analysis and make recommendations to improve future seed collecting activity. 3.4 Record and report seed collection activity 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.	
Numeracy skills to:	• calculate costs of seed collecting activity and simple cost benefit analysis
Oral communication skills to:	• interact with land owners, and internal and external bodies and groups to gain approvals • disseminate information about seed collecting activity to appropriate personnel.
Writing skills to:	• prepare a seed collecting plan and report on seed collection

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	activity.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIFGM3201B Manage seed collection.

Links

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

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Assessment Requirements for FWPFGM3201 Manage seed collection

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM3201B Manage seed collection, which was first released with FPI11 Forest and Forest Products Training Package Version 1. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:
- follow legal and regulatory requirements, and codes of practice for managing seed collection
- follow organisational policies and procedures for managing seed collection
- develop a plan for seed collection which includes measurable performance indicators, specifications and targets
- coordinate and schedule resources, and manage the work of others to achieve specific outcomes
- monitor seed collection operations, ensuring that activity follows quality standards
- document results from seed collection activities and prepare a report for relevant personnel.

Knowledge Evidence

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

- applicable regulations, standards, codes of practice and established safe practices for managing seed collection
- organisational and site standards, policies and procedures for managing seed collection
- environmental risks and hazards of seed collection
- seed collection methods including:
  - climbing

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  - removal of branches with rifle
  - elevated platform vehicles
  - collecting after falling or felling
  - ladders
  - shaking
- biological signs that indicate that the seed crop is ready to be collected
- procedures to extract and handle seed from collected material, including handling procedures of the seed crop after picking
- treatment and documentation requirements of extracted seed
- characteristics of seed including:
  - provenance
  - potential growth characteristics
  - forest types
  - optimum time to collect
  - physiology and biology
  - dormancy
  - species
- process for approvals to undertake seed collection
- established communication channels and protocols
- procedures for recording and reporting workplace information.

Assessment Conditions

The following resources must be made available:

- seed collection site
- tools and equipment required to collect seed
- relevant personnel for the purposes of communicating information
- organisational requirements and standards for managing seed collection.

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

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FWPFGM3202 Extract seed

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM3202B Extract seed, which was first released with FPI11 Forest and Forest Products Training Package Version 1. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to extract and process native or non-native seed using an extraction unit. It includes seed storage requirements and extraction unit maintenance.

The unit applies to those who extract seed in a variety or work settings, including forest environment settings such as farms, agriculture, workshops, domestic, nurseries and local councils.

The unit applies to Forestry technician, Nursery technician, Supervisor (Forestry operations), Tree planter, Silviculturist, Arboriculture technician

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 describe the essential outcomes.	*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.*
1. Prepare for seed extraction	1.1 Review and clarify work order with appropriate personnel. 1.2 Receive and visually assess seed bearing material and ensure species is identified on container label.

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	1.3 Weigh and label containers with identifiers in line with site procedures. 1.4 Store material in dry and well-ventilated conditions.
2. Extract seed	2.1 Plan and check seed extraction processes for safe working conditions 2.2 Select appropriate extraction units and equipment and check for operational effectiveness. 2.3 Operate and monitor seed extraction systems to extract maximum seed yield. 2.4 Inspect seed capsules and reprocess as required to ensure maximum yield.
3. Clean and store seed	3.1 Weigh and store separated seed in line with species requirements and site procedures. 3.2 Accurately record seed information. 3.3 Package seed for storage with label to maintain traceability to collection source.
4. Clean and maintain extraction unit	4.1 Clean, maintain and calibrate extraction units and equipment. 4.2 Dispose of residue and other waste material in line with site environmental management guidelines. 4.3 Report abnormal operation or faults in equipment for corrective action. 4.4 Clean and maintain work areas in line with site procedures, and organisational and environmental requirements. 4.5 Record and report results of seed extraction process.

Foundation Skills

This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.
• calibrate scales, ensuring compliance with weights and measure authority.
• correctly label seeds • complete records, reports and maintenance logs.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPIFGM3202B Extract seed.

Links

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

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Assessment Requirements for FWPFGM3202 Extract seed

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM3202B Extract seed, which was first released with FPI11 Forest and Forest Products Training Package Version 1. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- apply safe and efficient techniques to identify, extract, clean and store seed in line with species requirements, work order and organisational guidelines
- operate seed extraction units and equipment including
  - kilns operated by gas, solar energy, oil or electricity
  - sieves of various sizes
  - air-drying racks and trays
  - conveyor belt
- clean, maintain and calibrate seed extraction units and equipment
- record seed species information and extraction results including
  - species name
  - weight
  - place or origin
  - container identifier.

Knowledge Evidence

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

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- regulations, standards, codes of practice and established safe practices for extracting seed
- organisational and site standards, policies and procedures for extracting seed
- environmental protection requirements for extracting seed
- the cleaning maintenance and calibration of plant, tools and equipment
- hazards associated with seed extraction, processing and storage
- seed species, including native and non-native
- seed extraction processes
- identification of seed species from capsules
- storage procedures and requirements for different seed species
- procedures for recording and reporting workplace information.

Assessment Conditions

The following resources must be made available:

- manual or automated seed extraction equipment
- material with seed to be extracted
- relevant personnel for the purposes of communicating information
- documents, spreadsheets and commonly used proforma documents
- work order, workplace requirements and site standards for extracting seed.

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

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FWPFGM3203 Conduct an instrument survey

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM3203B Conduct an instrument survey, which was first released with FPI11 Forest and Forest Products Training Package Version 1. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to plan, monitor and implement an instrument survey for a range of survey purposes. The unit includes evaluation of the survey and reporting of outcomes.

The unit applies to those who conduct instrument surveys in a forest environment.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction.

Pre-requisite Unit

Nil

Unit Sector

Forest Growing and Management

Harvesting and Haulage

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Plan instrument survey	1.1 Identify and follow WHS, environmental, legal and organisational requirements relevant to conducting an instrument survey. 1.2 Adhere to site environmental protection measures in line with relevant requirements. 1.3 Check work order, identify survey purpose and check

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	specifications with appropriate personnel. 1.4 Relevant information is obtained, interpreted and analysed for impact on current survey. 1.5 Coordinate and schedule survey tools, equipment and personnel requirements. 1.6 Identify and organise permit or licence requirements. 1.7 Select survey method/s and instruments and communicate survey schedule to appropriate personnel.
2. Implement and monitor instrument survey	2.1 Establish and maintain regular communication with others in line with WHS requirements and to ensure continuous workflow and progress. 2.2 Carry out instrument survey in line with work order and specifications in survey plan, consulting individuals and groups as required. 2.3 Monitor and modify survey plan as required in response to equipment, personnel, site condition changes and environmental requirements. 2.4 Conduct routine checks to ensure survey documentation and data are accurately and continuously recorded and completed. 2.5 Routinely review survey progress to maintain efficient options, and hazards or impediments to the survey are promptly rectified.
3. Review instrument survey	3.1 Compile and organise survey documentation and data for review. 3.2 Prepare map or plan in line with survey requirements. 3.3 Prepare survey report in appropriate format in line with organisational guidelines. 3.4 Undertake evaluation of survey plan and processes and documented for use in reviewing and revising future instrument surveys. 3.5 Record and report instrument survey outcomes in line with site procedures and organisational requirements.

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:	• read maps and interpret survey data • prepare plans and diagrams representative of instrument

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	survey.
Planning and organising skills to:	• plan survey schedule • organise instruments, equipment, licenses and personnel to carry out instrument survey.
Problem solving skills to:	• identify equipment faults or impediments to survey work and rectify.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIFGM3203B Conduct an instrument survey.

Links

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

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Assessment Requirements for FWPFGM3203 Conduct an instrument survey

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM3203B Conduct an instrument survey, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to conducting an instrument survey
- communicating and following safe work practices
- plan and coordinate instrument survey processes and implementing an instrument plan
- monitor the collection of survey documentation and data
- prepare a survey report to include data analysis and consider costs, difficulties or issues faced and recommendations for future work.

Knowledge Evidence

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

- workplace requirements and site standards requirements, policies and procedures for conducting an instrument survey
- environmental risks and hazards of survey work
- environmental protection requirements of work sites
- survey techniques and purposes including laying out road lines, marking establishment boundaries and forest area boundaries, assessment of forest, laying out planting rows, site design or drainage design
- safety issues and hazards associated with undertaking boundary surveys
- methods of navigating and geographically orienting in the field

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- established communication channels and protocols
- problem identification and resolution strategies, and common fault finding techniques
- types of tools and equipment used for instrument surveys, and procedures for their safe use and maintenance
- procedures for recording and reporting workplace information.

Assessment Conditions

The following resources must be made available:

- survey instruments and equipment
- site to be surveyed
- survey tools including tape, hammer, pegs and pins, chain, measuring wheel, global positioning system (GPS)
- personal protective equipment for conducting an instrument survey
- work order, workplace requirements and site standards for conducting an instrument survey.

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

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FWPFGM3206 Plan and implement non-commercial thinning operations

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM3206B Plan and implement non-commercial thinning operations, which was first released with FPI11 Forest and Forest Products Training Package Version 1. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to control non-commercially thin species growing on site, to maintain the health of the stand, improve productivity and long-term sustainability, and ensure maximum growth vigour to optimise product outcome. It includes treatment with chemicals and the use of mechanical equipment.

The unit applies to a variety of work settings, including: forest environments, farms, agriculture operations, nurseries and local councils.

The unit applies to Forestry technician, Nursery technician, Supervisor (Forestry operations), Tree planter, Silviculturist, Arboriculture technician.

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 describe the essential outcomes.	*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.*

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1. Plan thinning operations	1.1 Review and assess relevant plans and site information for thinning operations. 1.2 Identify sample area and measure growth. 1.3 Plan level of overwood treatment accounting for habitat or seed tree considerations. 1.4 Plan thinning operation methods in line with budget and resources and confirm with appropriate personnel. 1.5 Seek and obtain necessary approvals.
2. Implement thinning operations	2.1 Obtain and coordinate required resources and equipment and authorisations in line with organisational requirements. 2.2 Organise schedule for operations with appropriate personnel. 2.3 Mark trees for treatment in line with plan and organisational procedures 2.4 Establish and maintain communication with others to coordinate work and keep work site safe. 2.5 Coordinate thinning operations in line with plans, budget, OHS, environmental and legislative requirements. 2.6 Monitor and adjust operations in line with site conditions to ensure effective and efficient work and minimal damage to stand.
3. Review thinning operations	3.1 Review operation against relevant plan and organisational and environmental requirements. 3.2 Analyse information to determine effectiveness of thinning operations and possible improvements to future operations. 3.3 Prepare recommendations for future operations, based on assessment of information collected. 3.4 Record and report operation activities and results to the 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.	
Numeracy skills to:	• determine forest growth in terms of number of trees per hectare, height, girth • review and analyse information to determine cost effectiveness of operations.

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Planning and organising skills to:	• identify work requirements in line with site conditions • analyse data and requirements to plan efficient operations.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIFGM3206B Plan and implement non-commercial thinning operations.

Links

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

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Assessment Requirements for FWPFGM3206 Plan and implement non-commercial thinning operations

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM3206B Plan and implement non-commercial thinning operations, which was first released with FPI11 Forest and Forest Products Training Package Version 1. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- plan a non-commercial thinning operation to achieve one or more of the following:
  - work to maintain the health of the stand
  - improve productivity and long-term sustainability
  - provide for end product mix requirements
  - manage notifiable weeds.
- and that includes:
  - identified and measured areas to be thinned
- use mechanical and chemical methods to thin forest growth effectively
- monitor non-commercial thinning operations to ensure safe and efficient work practice and minimal damage to stand
- review operations and use findings to document improvements to future operations.

Knowledge Evidence

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

- workplace procedures and site standards for planning and implementing non-commercial thinning operations

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- environmental protection requirements relevant to planning and implementing non-commercial thinning operations
- methods and products used for thinning operations including one or more of the following:
  - felling
  - poisoning
  - sapringing
  - ringbarking
- processes for managing risks and hazards associated with thinning operations
- relevant biology and stand dynamics for the species
- common diseases, pests and nutritional deficiencies for the species being thinned
- common weed and herbicide interactions
- tools and equipment used for non-commercial thinning operations, and procedures for their safe use and maintenance
- authorisations and approvals processes including:
  - permits
  - approvals
  - licenses relating to neighbouring sites or properties
  - hours of operation
  - use and application of chemicals.
- procedures for recording and reporting workplace information.

Assessment Conditions

The following resources must be made available:

- mechanical equipment for thinning operations
- chemicals for thinning operations
- site with growth to be non-commercially thinned
- relevant personnel for the purposes of communicating information
- workplace requirements and site standards for planning and conducting non-commercial thinning operations.

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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FWPFGM3207 Coordinate stem improvement

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM3207B Coordinate stem improvement, which was first released with FPI11 Forest and Forest Products Training Package Version 1. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to plan, implement and monitor the development of preferred stem shape or number of branches, using techniques such as pruning and pest control.

The unit applies to those who coordinate stem improvement in a forest environment.

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 describe the essential outcomes.	*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.*
1. Plan stem improvements	1.1 Obtain and review relevant information for impact on stem improvement planning. 1.2 Identify and select methods of intervention in line with required product. 1.3 Determine and document measurable performance indicators, specifications and targets. 1.4 Identify, seek and obtain required approvals from relevant

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	authorities. 1.5 Document and communicate stem improvement plan and its performance indicators to appropriate personnel.
2. Implement and monitor stem improvement	2.1 Identify and coordinate resources required for stem improvement activities. 2.2 Implement stem improvement plan to ensure stem health and growth are maintained. 2.3 Carry out systematic checks to ensure compliance requirements are adhered to 2.4 Monitor and adjust stem improvement activities as required 2.5 Identify and control risks and hazards in the work area.
3. Review stem improvement	3.1 Assess and evaluate data from operations to confirm methods and ensure budgets are in line with the plan. 3.2 Identify issues and impediments to stem improvement activities and program costs and document. 3.3 Recommend changes to stem improvement operations to improve costs effectiveness. 3.4 Record, report and disseminate information about stem improvement processes 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.	
Numeracy skills to:	• analyse operational costs and output to determine effectiveness of work.
Oral communication skills to:	• supervise operational staff and contractors to work efficiently and effectively.
Planning and organising skills to:	• determine a stem improvement plan taking into consideration the site conditions, species and methods • supervise operational staff and contractors to work efficiently and effectively.

Range of Conditions

Not Applicable

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Unit Mapping Information

FPIFGM3207B Coordinate stem improvement

Links

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

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Assessment Requirements for FWPFGM3207 Coordinate stem improvement

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM3207B Coordinate stem improvement, which was first released with FPI11 Forest and Forest Products Training Package Version 1. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- plan and coordinate a safe and effective stem improvement operation that includes one or more of the following methods:
  - pruning using mechanical or hand tools
  - using chemicals or biological agents
- follow organisational policies and procedures for coordinating stem improvement that includes:
  - recycling pruned material
  - disposing of pruned material that cannot be recycled due to chemicals or biological agents used
- identify and recommend methods and strategies to manage stem quality and growth
- determine and document measurable performance indicators, specifications and targets for work
- supervise staff to carry out stem improvement
- monitor stem improvement operation for efficiency and effectiveness
- document results from stem improvement activities and prepare a report for appropriate personnel.
-

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Knowledge Evidence

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

- regulations, standards, codes of practice and safe practices for coordinating stem improvement
- environmental protection requirements, including the safe disposal of waste material and chemicals
- pruning techniques for target species
- tools and equipment used for stem improvement operations, and their safe use and maintenance including:
  - pruners
  - jacksaw
  - pouch
  - steps
  - epicormic remover
  - pole saw
  - ladder
  - climbing gear
- recognition and identification of species and plant identification sources
- approvals and documentation required for use of chemical or biological agents
- effective communication methods
- hazards that may apply to stem improvement activities including:
  - adverse weather conditions
  - adverse terrain conditions
  - use of machinery
  - use of chemicals or biological agents
- procedures for recording and reporting workplace information.

Assessment Conditions

The following resources must be made available:

- site that requires stem improvement operations
- resources and tools for stem improvement including:
  - pruners
  - jacksaw
  - pouch
  - steps
  - epicormic remover
  - pole saw
  - ladder
  - climbing gear

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- relevant personnel for the purposes of communicating information
- workplace requirements and site standards for coordinating thinning operations.

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

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FWPFGM3209 Construct and maintain forest roads and tracks

Modification History

Release	Comment
1	Replaces equivalent FPIFGM3209B Construct and maintain forest roads and tracks, which was first released with FPI11 Forest and Forest Products Training Package Version 1. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to plan, construct and maintain roads and tracks in a forest environment. It includes monitoring road or track conditions and coordinating maintenance work.

The unit applies to Bulldozer operator, Forestry technician, Harvesting technician, Mobile Equipment operator.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states & territories at the time of publication, and may differ according to jurisdiction.

Pre-requisite Unit

Nil

Unit Sector

Forest Growing and Management

Harvesting and Haulage

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Plan road or track	1.1 Obtain topographical map of area and assess details in relation to environmental management considerations. 1.2 Identify and confirm construction requirements with appropriate personnel.

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	1.3 Plan road or track including drainage and entry points that provide vehicle and equipment access, turning and loading space. 1.4 Prepare forest road or track construction plan that includes timelines, resources and equipment, in line with organisational practices
2. Construct road or track	2.1 Establish line of road and remove obstacles in line with plans. 2.2 Establish and maintain communication with others to ensure safe work. 2.3 Remove soil to establish base that has suitable width, slope and stability. 2.4 Construct water crossing points and drains in line with environmental requirements and site procedures. 2.5 Prepare and construct intersection points to provide suitable entry and exit levels and control water flow. 2.6 Place pipes or culverts and backfill and compact, in line with predicted water volume. 2.7 Transfer, spread and compact base and surface material to meet planned road or track design. 2.8 Control and manoeuvre equipment to compact road material and stabilise adjacent soil during construction. 2.9 Prepare road or track surface suitable for moving logs, and for the manoeuvre and traction of equipment.
3. Maintain road or track	3.1 Monitor condition of road or track to identify specific damage likely to lead to safety or environmental issues and report to appropriate personnel. 3.2 Redesign and remake areas of consistent damage with assistance from appropriate personnel. 3.3 Plan and carry out maintenance with minimal disruption to other work activities. 3.4 Record and report construction operations and maintenance in line with site procedures.

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:	• calculate quantities of required material to construct and maintain tracks and roads.

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Writing skills to:	• prepare construction and maintenance plan and report on work activities.
Planning and organising skills to:	• prepare a plan, and the resources and materials for the construction and maintenance of a forest road or track.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIFGM3209B Construct and maintain forest roads and tracks.

Links

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

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Assessment Requirements for FWPFGM3209 Construct and maintain forest roads and tracks

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM3209B Construct and maintain forest roads and tracks, which was first released with FPI11 Forest and Forest Products Training Package Version 1. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- plan, construct and maintain a forest road or track in line with organisational tolerances
- operate one or more of the following road construction equipment effectively and safely
  - dozer
  - front end loader
  - skidder using bucket or blade attachments or grader using blade attachments
- identify and remove obstacles to construction
- establish water crossings and drains, using pipes, cords or culverts
- assess road or track for damage and report hazards or areas requiring redesign
- plan and carry out maintenance of forest roads and tracks
- report on road and track construction and maintenance.

Knowledge Evidence

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

- applicable regulations, standards, codes of practice and established safe practices for constructing and maintaining forest roads and tracks, including:

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    - data relating to road requirements and restrictions
    - maximum road loads
    - likely weather conditions
    - expected timeframes
    - survey locations and requirements
    - water courses
    - location of log landings
    - road entry points
    - crossing or entry points for other roads and tracks
    - budget.
- environmental protection requirements and management considerations including:
    - roadside conditions and climate
    - habitat trees
    - ground growth
    - canopy
    - general forest lean
    - wind speed and direction
    - fallen trees
    - density of trees
    - ground slope
    - soil and water protection
    - ground hazards
    - obstacles
- operational procedures, checks and routine maintenance to be carried out on construction equipment
- road construction methods
- risks and hazards associated with forest road and track construction
- logging and harvesting operations
- road transport equipment requirements and capabilities in forest operations
- ground water behaviour
- workplace health and safety requirements, fire protocols and emergency evacuation procedures.

Assessment Conditions

The following resources must be made available:

- wheeled or tracked road construction equipment, including one or more of the following: dozer, front end loader, skidder or grader with bucket or blade attachments
- forest environment suitable to construct and maintain a track or road
- relevant personnel for the purposes of communicating information
- workplace requirements and site standards for constructing forest roads and tracks.

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

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FWPFGM3210 Patrol forest

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM3210B Patrol forest, which was first released with FPI11 Forest and Forest Products Training Package Version 1. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to patrol a forest estate and inspect visitor site facilities. The unit includes identifying and assessing risks and hazards, and collecting evidence in line with prescribed formats and procedures.

The unit applies to Park Ranger, Forestry 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 describe the essential outcomes.	*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.*
1. Prepare for patrol	1.1 Identify patrol requirements outlined in work instructions. 1.2 Access and prepare necessary equipment and store safely in patrol vehicle. 1.3 Establish communication links with appropriate personnel notify them of intended activities. 1.4 Prepare and communicate contingency plans to appropriate

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	personnel.
2. Carry out patrol	2.1 Conduct patrol in line with work instructions. 2.2 Identify and assess risks and potential consequences to staff, the public and forest estate. 2.3 Implement control measures promptly, in line with WHS requirements and organisational procedures. 2.4 Implement appropriate follow-up action and document.
3. Respond to complaints or breaches	3.1 Assess complaints or breaches of legislation, in line with WHS, environmental, heritage and organisational requirements. 3.2 Collect and document evidence of breaches. 3.3 Take appropriate follow-up action. 3.4 Record and report forest patrol activities and outcomes.

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:	• appropriately question people to collect evidence of breach • listen to complaints.
Problem solving skills to:	• to determine course of action to follow up on complaints and breaches of legislation.
Planning and initiative skills	• to follow through on course of action in response to breach • appropriately respond to complaints.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIFGM3210B Patrol forest.

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Links

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

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Assessment Requirements for FWPFGM3210 Patrol forest

Modification History

Release	Comment
1	Replaces equivalent FPIFGM3210B Patrol forest, which was first released with FPI11 Forest and Forest Products Training Package Version 1. Significant changes to the unit include: Performance criteria revised, range statement reduced, foundation skills revised, new evidence requirements for assessment, skills and knowledge integrated elsewhere in unit. This is the first release of this unit in the new standards.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- prepare for a patrol ensuring communication links are established, appropriate notification of intended patrol route and area
- prepare and communicate contingency plans of one or more of the following:
  - search and rescue of lost members of the public and colleagues
  - recovery of vehicles
  - clearing of roads
  - evacuation plans
  - bush fire control assistance to emergency services or other government agencies
  - administration of first aid.
- carry out a patrol, identifying and assessing risks and hazards, and demonstrating appropriate response procedures
- respond to complaints and breaches of legislation, including
  - unauthorised use of roads to which public access is restricted
  - unauthorised use of firearms by members of the public
  - damage or theft of the forest estate by members of the public
  - illegal activities by members of the public, particularly in campsites
- report forest patrol activity
- follow applicable legal, regulatory and organisational requirements, and codes of practice for patrolling a forest

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Knowledge Evidence

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

- applicable regulations, standards, codes of practice and established safe practices relevant to patrolling a forest
- organisational and site standards, requirements, policies and procedures for patrolling a forest
- environmental risks and hazards typically found in a forest, and on patrol of a forest
- typical types, use and maintenance of communications equipment
- navigating using a map or a GPS
- the geography of the patrol area
- formats and procedures for collecting and documenting evidence that includes:
  - verbal
  - written
  - physical
- typical complaints and breaches, and appropriate response procedures and follow-up actions including:
  - unauthorised use of roads or entry to areas to which public access is restricted
  - unauthorised use of firearms by members of the public
  - damage or theft of the forest estate by members of the public
  - illegal activities by members of the public, particularly in campsites
- procedures for recording and reporting workplace information.

Assessment Conditions

The following resources must be made available:

- forest site to patrol
- relevant personnel for the purposes of communicating information
- workplace requirements and site standards for planning and conducting a forest patrol.

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

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FWPFGM3211 Manage coppice stems

Modification History

Release	Comment
Release 2	This version released with FWP Training Package Version 3.0 to correct application section and minor typographical errors.
Release 1	This version released with FWP Training Package Version 2.0.

Application

This unit of competency describes the outcomes required to manage coppice stem development in the regeneration of broadleaf forests by allowing coppice stems to grow from ground level stumps (stools). The unit includes thinning to promote growth of stronger stems and to achieve a higher yield rate.

The unit applies to Forestry technician, Nursery technician, Supervisor (Forestry operations), Tree planter, Silviculturist, Arboriculture technician.

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
Elements describe the essential *outcomes.*	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for coppice management	1.1 Review and clarify work order with appropriate personnel. 1.2 Identify and assess type and quantity of stumps to grow coppice and plan coppice activities.

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	1.3 Select thinning equipment and check for operational effectiveness.
2. Develop coppice stems	2.1 Establish and maintain communication with others to ensure a safe work environment. 2.2 Assess environmental conditions and respond to them when planning the coppice development of each tree stump. 2.3 Direct chainsaw operators to cut tree stumps at ground level to form stools. 2.4 Clear stools of debris and allow to rest and sprout coppice. 2.5 Protect coupe from wildlife and grazing animals during coppice development. 2.6 Remove or leave standard seedlings in line with the coppice management plan 2.7 Assess stools regularly to measure and gauge the amount of coppice growth.
3. Undertake thinning	3.1 Assess coppice stems to identify stronger stems and determine how many stems to leave. 3.2 Remove weaker or smaller coppice stems by hand or mechanically. 3.3 Undertake thinning regularly to control regrowth and promote the growth of retained coppice stems. 3.4 Direct and prepare harvesting activities to thin more mature coppice forests. 3.5 Recycle debris in line with site procedures and environmental requirements. 3.6 Record and report coppice management activities to the appropriate personnel.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPFGM3211	FWPFGM3211	Application section and minor	Equivalent

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Code and title current version	Code and title previous version	Comments	Equivalence status
Manage coppice stems Release 2	Manage coppice stems Release 1	typographical errors corrected	unit

Links

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

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Assessment Requirements for FWPFGM3211 Manage coppice stems

Modification History

Release	Comment
Release 2	This version released with FWP Training Package Version 3.0 to correct application section and minor typographical errors.
Release 1	This version released with FWP Training Package Version 2.0.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- manage coppice stems to promote forest regeneration and bring about high volume yields
- conduct thinning operations of coppice stems using thinning tools, equipment and machinery
- follow organisational policies and procedures for managing coppice stems
- identify and recommend methods manage stem quality and growth
- communicate coppice stem management requirements effectively
- report results from coppice management activities to appropriate personnel.

Knowledge Evidence

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

- applicable regulations, standards, codes of practice and established safe practices for managing coppice stems
- environmental protection requirements, including the safe disposal of waste
- environmental risks and hazards associated with working in a forest and managing coppice growth
- characteristics of trees and timber defects
- coppice stem development and regeneration methods
- tools, equipment and machinery used for managing coppice stems, and their safe use and maintenance

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- established communication channels and protocols to maintain safety and effective work flow
- procedures for recording and reporting workplace information.

Assessment Conditions

The following resources must be made available:

- site with stumps and coppice growth to be managed
- tools, equipment and machinery used for managing coppice stems
- suitable PPE for managing coppice stems
- relevant personnel for the purposes of communicating information
- workplace requirements and site standards for managing coppice stems.

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

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FWPFGM3212 Fall trees manually (intermediate)

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM3212 Fall trees manually (intermediate), which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to assess, plan and safely carry out manual tree-felling operations using a chainsaw.

This unit covers the felling procedures for trees with a level of complexity that requires significant tree assessment and practical felling skills.

Persons competent in this unit should be able to effectively fell most trees except very large trees, and/or those with significant defects and/or characteristics that cause excessive complexity.

It applies to trees that have a diameter greater than the bar length of the chainsaw.

Trees typical to the scope of this unit may include the following characteristics:

- lean and weight distribution, which can be assessed and readily adapted to falling direction with the use of wedges and/or control with hinge-wood
- various dimensions relative to local forest size distribution
- limited visible damage or defect
- species prone to free splitting and adverse reactions during felling
- single or multi-stems
- diameter of tree greater than chainsaw bar length
- grown on terrain and slope that can add complexity to the operation

The unit applies to a non-production environment, including forest, rural and community environments.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states & territories at the time of publication, and may differ according to jurisdiction

Pre-requisite Unit

Nil

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Unit Sector

Forest Growing and Management

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for felling	1.1 Identify and comply with applicable work health and safety (WHS), environmental, legislative and organisational requirements relevant to felling trees 1.2 Identify and adhere to site environmental protection measures according to relevant legislation and regulations 1.3 Review and check job requirements with appropriate personnel 1.4 Sharpen and adjust chainsaw or change components according to manufacturer recommendations 1.5 Assess tree and determine felling requirements 1.6 Identify and control potential and existing risks and hazards in the work area 1.7 Identify trees to be retained and felled 1.8 Establish and maintain communication with others according to WHS requirements
2. Visually assess site conditions and surroundings	2.1 Review terrain and slope to determine if they add complexity to the operation 2.2 Assess general factors affecting felling requirements and detect and control specific forest or site risks and hazards
3. Assess tree and plan felling	3.1 Visually assess tree for felling characteristics 3.2 Confirm tree is safe to fell 3.3 Select tools and equipment appropriate to work requirements and check for operational effectiveness according to manufacturer recommendations 3.4 Identify trees to be felled for size, significant defects and any characteristics causing excessive complexity 3.5 Assess and progressively plan tree-felling sequence for individual trees 3.6 Assess and check required falling direction and possible deviation 3.7 Plan sequence of cuts to fell tree according to standard felling

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	procedures 3.8 Assess limitations of own skills in safely felling trees, identify trees considered outside own skill level and seek assistance from appropriate personnel where required 3.9 Monitor and exclude location and activity of other personnel on the work site
4. Apply tree-felling techniques	4.1 Select suitable escape route and clear of growth and other obstacles according to environmental care principles and statutory requirements 4.2 Fell individual trees using planned techniques according to site requirements, at a safe distance from other personnel in the work area 4.3 Adjust cutting technique in response to movement and condition of tree 4.4 Use planned escape route when tree starts to fall and monitor the fall and movement of tree on ground until determined stable 4.5 Delay movement back into the felling area until all tree material, including from adjacent tree crowns, has fallen 4.6 Identify and implement procedures for removal of trees that are hung-up 4.7 Dispose of waste materials in line with environmental and operational requirements 4.8 Detect, rectify and report blunt or damaged saw chain according to workplace procedures 4.9 Monitor chainsaw for operational effectiveness and record and report faults, malfunctions and problems according to workplace procedures

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:	• measure and record tree height, length and diameter • estimate, measure and compare height, size and distance relevant to tree felling • calculate product mass of individual trees and determine fall zone
Oral communication skills to:	• select and use appropriate spoken communication strategies with work colleagues and other personnel on site when felling trees • interpret hand signals with other operators to ensure safe tree

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	felling

Reading skills to:	• interpret:
	  • workplace health and safety, industry standards and regulations for felling trees and other relevant tree felling procedures
	  • work orders
	  • manufacturers' maintenance recommendations.

Writing skills to:	• complete forms to record WHS considerations for felling trees • report equipment faults and request maintenance of equipment. • complete log book requirements
Planning and organising skills to:	• identify an unsafe tree. • efficiently and logically sequence the stages of preparation for and felling of trees using work order to guide activities.
Problem solving skills to:	• plan and apply the hierarchy of risk control • review and identify work requirements • recognise own limitations in conditions and trees for felling • identify problems and equipment faults and demonstrate appropriate response procedures

Range of Conditions

Not Applicable

Unit Mapping Information

FPIFGM3212 Fall trees manually (intermediate)

Links

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

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Assessment Requirements for FWPFGM3212 Fall trees manually (intermediate)

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM3212 Fall trees manually (intermediate), which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- comply with applicable federal, state or territory legislative and regulatory requirements and codes of practice including WHS, environmental and organisational policies and procedures relevant to felling trees at an intermediate level
- comply with organisational policies and procedures relevant to felling trees manually at an intermediate level
- comply with applicable licensing and certification requirements relevant to felling trees at an intermediate level
- effectively communicate and use safe working practices, including maintaining an awareness of other personnel activity in the work area
- assess site conditions, by applying environmental protection measures, detecting hazards and own skill level for felling trees at an intermediate level
- conduct a tree assessment
- identify structural defects and stresses in trees and the impact on felling, including exclusion of trees from hand felling due to hazardous and difficult situations for assessment, monitoring and safe falling including a crown that contains dead or broken material, entanglement or malformation
- plan a felling sequence for individual trees and preparing surroundings including escape route
- fell intermediate trees using appropriate cuts safely without damage to personnel, equipment and surrounding environment
- identify trees that are hung up

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- select, prepare and maintain chainsaw equipment including recognising faults, problems and malfunctions
- assess, plan and safely operate chainsaw equipment to manually fell trees at an intermediate level in forest, rural and community environments
- use tree felling techniques including scarf cutting , back cutting to provide hinge-wood and the use of wedges to assist in controlling falling direction
-

Knowledge Evidence

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

- Workplace health and safety (WHS) requirements including:
  - PPE and clothing
  - safety equipment
  - first aid equipment
  - firefighting equipment
  - hazard and risk control procedures
  - fatigue management procedures
  - appropriate signage
  - elimination of hazardous materials and substances procedures
  - safe forest practices, including required actions relating to fire
  - techniques for manual handling, including shifting, lifting and carrying
  - types and purposes of cuts to fell trees, including scarf cutting and back cutting to provide hinge-wood and maintain control of tree
- typical tree defects and how these affect tree felling activities:
  - shakes
  - insect defects
  - knots and resin pockets
  - pipe
  - drysides
- Identifying trees:
  - that contain hazards and are deemed unsafe to fell
  - considered outside own skill level
  - trees where cuts made may lead to loss of control of tree in felling
- hazards and related risks and the impact on felling trees of:
  - uneven and unstable terrain
  - unsafe trees
  - fires
  - overhead and underground services
  - excavations

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  - traffic
  - structures
  - hazardous materials
  - insects and animals
  - other personnel and machinery
- methods used to remove trees that are hung up and procedures for removal
- methods for assessing chain condition
- environmental protection measures to follow when felling trees related to:
  - native vegetation
  - soil and water
  - heritage and archeological artefacts
  - flora and fauna
  - geomorphologic features
  - landscape
  - external site pollution
  - recreational opportunities
  - regeneration opportunities
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing timber and other waste
- key features of these varying environmental conditions and their effects on intermediate tree felling activities:
  - general forest lean
  - ground growth
  - ground hazards and obstacles
  - ground slope
  - gullies
  - presence and density of seed and habitat trees
  - water courses
  - wet and adverse weather conditions
  - wind speed and direction
- the use of types of tools and equipment for felling trees manually, and the procedures for their safe use, operation and maintenance including:
  - warning signs
  - chainsaw and components
  - PPE and clothing
  - first aid equipment
  - maintenance requirements
  - support tools
  -

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Assessment Conditions

The following resources must be made available:

- workplace location or simulated workplace of a forest environment with trees typical to the scope of this unit
- relevant personnel for the purposes of communicating information
- PPE and clothing including:
  - Safety helmet
  - Safety gloves
  - Protective footwear
  - Eye protection
  - Hearing protection
  - High visibility clothing
  - Leg protection (trousers or chaps)
- materials and equipment including;
  - warning signs
  - chainsaw and components
  - first aid equipment
  - maintenance tools and equipment
  - support tools
  - manufacturers' instructions for use and maintenance of equipment
  - radio or communication device
  - fire fighting equipment (if prescribed)
- specifications and work instructions, including
  - information and instructions relevant to tree-felling operations, including processing location details and trees to be felled and retained
  - policy and procedures for work health and safety (WHS)
  - risk assessment plan
  - general and specific environmental requirements
  - applicable state or territory logging code of practice
  - emergency and evacuation procedures
  - fire protocols

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

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FWPFGM3213 Fall trees manually (advanced)

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM3213 Fall trees manually (advanced), which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to assess, plan and safely carry out manual tree-felling operations using a chainsaw.

This unit covers the felling procedures for trees with a level of complexity that requires significant tree assessment and advanced practical felling skills.

Persons competent in this unit should be able to effectively fell trees of any size, species and condition, including those with significant defects and characteristics that cause excessive felling complexity, that are deemed safe to fell.

Trees typical to the scope of this unit may include the following characteristics:

- lean and weight distribution that adds significant complexity yet can be assessed and adapted to site requirements
- larger dimensions relative to local forest size distribution
- substantial lean
- damage or defect that requires complex felling techniques
- multi-legged, hollow butts, culls and stags
- species prone to free splitting and adverse reactions during felling
- single or complex multi-stems
- diameter of tree greater than chainsaw bar length
- grown on terrain and slope that can add significant complexity to the operation

The unit applies to a non-production environment, including forest, rural and community environments.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states & territories at the time of publication, and may differ according to jurisdiction

Pre-requisite Unit

Nil

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Unit Sector

Forest Growing and Management

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for felling	1.1 Identify and comply with applicable work health and safety (WHS), environmental, legislative and organisational requirements relevant to felling trees 1.2 Identify and adhere to site environmental protection measures according to relevant legislation and regulations 1.3 Review job requirements and check with appropriate personnel 1.4 Select tools and equipment appropriate to work requirements and check for operational effectiveness according to manufacturer recommendations 1.5 Sharpen and adjust chainsaw or change components according to manufacturer recommendations 1.6 Identify and control potential and existing risks and hazards in the work area 1.7 Identify trees to be felled as being safe to fell 1.8 Establish and maintain communication with others according to OHS requirements
2. Visually assess site conditions and surroundings	2.1 Review terrain and slope to determine if they add significant complexity to the operation 2.2 Assess general factors affecting felling requirements and detect and control specific forest or site risks and hazards 2.3 Assess and progressively plan tree-felling sequence for individual trees
3. Assess tree and plan felling	3.1 Locate and visually assess tree for felling characteristics 3.2 Confirm tree is safe to fell 3.3 Assess and check required falling direction and possible deviation 3.4 Plan sequence of cuts to fell tree according to standard felling procedures 3.5 Assess limitations of own skills in safely felling trees, identify trees considered outside own skill level and seek assistance from

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	appropriate personnel where required 3.6 Monitor and exclude location and activity of other personnel on the work site
4. Apply tree-felling techniques	4.1 Select suitable escape route and clear of growth and other obstacles according to environmental care principles and statutory requirements 4.2 Fell individual trees using planned techniques according to site requirements, at a safe distance from other personnel in the work area 4.3 Adjust cutting technique in response to movement and condition of tree 4.4 Use planned escape route when tree starts to fall and monitor the fall and movement of tree on ground until determined stable 4.5 Delay movement back into the felling area until all tree material, including from adjacent tree crowns, has fallen 4.6 Identify and implement procedures for removal of trees that are hung-up 4.7 Dispose of waste materials in line with environmental and operational requirements 4.8 Detect, rectify and report blunt or damaged saw chain according to workplace procedures 4.9 Monitor chainsaw for operational effectiveness and record and report faults, malfunctions and problems according to workplace procedures

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:	• measure and record tree height, length and diameter • estimate, measure and compare height, size and distance relevant to tree felling • calculate product mass of individual trees and determine fall zone
Oral communication skills to:	• select and use appropriate spoken communication strategies with work colleagues and other personnel on site when felling trees • interpret hand signals with other operators to ensure safe tree felling
Reading skills to:	• interpret: • workplace health and safety, industry standards and

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	regulations for felling trees and other relevant tree felling procedures • work orders • manufacturers maintenance recommendations
Writing skills to:	• complete forms to record WHS considerations for felling trees • report equipment faults and request maintenance of equipment. • complete log book requirements
Planning and organising skills to:	• identify an unsafe tree. • efficiently and logically sequence the stages of preparation for and felling of trees using work order to guide activities.
Problem solving skills to:	• plan and apply the hierarchy of risk control • review and identify work requirements • recognise own limitations in conditions and trees for felling • identify problems and equipment faults and demonstrate appropriate response procedures

Range of Conditions

Not Applicable

Unit Mapping Information

FPIFGM3213 Fall trees manually (advanced)

Links

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

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Assessment Requirements for FWPFGM3213 Fall trees manually (advanced)

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM3213 Fall trees manually (advanced), which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- comply with applicable federal, state or territory legislative and regulatory requirements and codes of practice including OHS, environmental and organisational policies and procedures relevant to felling trees at an advanced level
- comply with applicable licensing or certification requirements relevant to felling trees manually at an advanced level
- effectively communicate and use safe working practices, including maintaining an awareness of other personnel activity in the work area
- assess site conditions, by applying environmental protection measures, detecting hazards and own skill level for felling trees at an advanced level
- conduct a tree assessment
- identify structural defects and stresses in trees and the impact on felling, including exclusion of trees from hand felling due to hazardous and difficult situations for assessment, monitoring and safe falling including a crown that contains dead or broken material, entanglement or malformation
- plan a felling sequence for individual trees and preparing surroundings including escape route
- fell advanced trees using appropriate cuts safely without damage to personnel, equipment and surrounding environment

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- identify trees that are hung up
- select, prepare and maintain chainsaw equipment including recognising faults, problems and malfunctions
- assess, plan and safely operate chainsaw equipment to manually fell trees at an advanced level in forest, rural and community environments
- use tree felling techniques including scarf cutting , back cutting to provide hinge-wood and the use of wedges to assist in controlling falling direction

Knowledge Evidence

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

- workplace health and safety (WHS) requirements including:
  - PPE and clothing
  - safety equipment
  - first aid equipment
  - firefighting equipment
  - hazard and risk control procedures
  - fatigue management procedures
  - appropriate signage
  - elimination of hazardous materials and substances procedures
  - safe forest practices, including required actions relating to fire
  - techniques for manual handling, including shifting, lifting and carrying
- types and purposes of cuts to fell trees, including scarf cutting and back cutting to provide hinge-wood and maintain control of tree
- typical tree defects and how these affect tree felling activities:
  - shakes
  - insect defects
  - knots and resin pockets
  - pipe
  - drysides
- Identifying trees:
  - that contain hazards and are deemed unsafe to fell
  - considered outside own skill level
  - trees where cuts made may lead to loss of control of tree in felling
- hazards and related risks and the impact on felling trees of:
  - uneven and unstable terrain
  - unsafe trees
  - fires
  - overhead and underground services
  - excavations
  - traffic

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  - structures
  - hazardous materials
  - insects and animals
  - other personnel and machinery
- methods used to remove trees that are hung up and procedures for removal
- methods for assessing chain condition
- environmental protection measures to follow when felling trees related to:
  - native vegetation
  - soil and water
  - heritage and archeological artefacts
  - flora and fauna
  - geomorphologic features
  - landscape
  - external site pollution
  - recreational opportunities
  - regeneration opportunities
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing timber and other waste
- key features of these varying environmental conditions and their effects on advanced tree felling activities:
  - general forest lean
  - ground growth
  - ground hazards and obstacles
  - ground slope
  - gullies
  - presence and density of seed and habitat trees
  - water courses
  - wet and adverse weather conditions
  - wind speed and direction
- the use of types of tools and equipment for felling trees manually, and the procedures for their safe use, operation and maintenance including:
  - warning signs
  - chainsaw and components
  - PPE and clothing
  - first aid equipment
  - maintenance requirements
  - support tools
  -

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Assessment Conditions

The following resources must be made available:

- workplace location or simulated workplace of a forest environment with trees typical to the scope of this unit
- relevant personnel for the purposes of communicating information
- PPE and clothing including:
  - safety helmet
  - safety gloves
  - protective footwear
  - eye protection
  - hearing protection
  - high visibility clothing
  - leg protection (trousers or chaps)
- materials and equipment including;
  - warning signs
  - chainsaw and components
  - first aid equipment
  - maintenance tools and equipment
  - support tools
  - manufacturers' instructions for use and maintenance of equipment
  - radio or communication device
  - fire fighting equipment (if prescribed)
- specifications and work instructions, including
  - information and instructions relevant to tree-felling operations, including processing location details and trees to be felled and retained
  - policy and procedures for work health and safety (WHS)
  - risk assessment plan
  - general and specific environmental requirements
  - applicable state or territory logging code of practice
  - emergency and evacuation procedures
  - fire protocols

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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FWPFGM3214 Operate a four wheel drive in a towing situation

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM3214 Operate a four wheel drive in a towing situation, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to tow and move an object using a four-wheel drive (4x4) vehicle on roads and varied terrain. This may include towing a trailer, vehicle or equipment as well as moving logs or other loads.

The unit applies to those who tow and move objects using a four wheel drive in forest environments and timber processing environments.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states & territories at the time of publication, and may differ according to jurisdiction.

Pre-requisite Unit

Nil

Unit Sector

Forest Growing and Management

Harvesting and Haulage

Sawmilling and Processing

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*

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1. Prepare 4x4 for towing	1.1 Identify and follow WHS, environmental, legal and organisational requirements relevant to operating in a towing situation. 1.2 Identify type of object to be towed and determine a suitable towing arrangement. 1.3 Identify equipment requirements and techniques to carry out the towing job. 1.4 Identify potential hazards that may be experienced at the towing site and during the towing operation. 1.5 Assess the towing activity for safety, security of passengers, vehicles and property. 1.6 Check the 4x4 vehicle to ensure equipment is appropriate to conditions and operationally effective in line with manufacturer specifications.
2. Drive 4x4 towing a trailer	2.1 Identify hazards and risk-management strategies associated with towing a trailer. 2.2 Safely couple and uncouple the trailer. 2.3 Secure load onto trailer. 2.4 Apply risk-management strategies while 4x4 vehicle is in operation and towing a trailer. 2.5 Demonstrate driving forward, reversing a trailer uphill, around corners and in a straight line. 2.6 Use correct jack technique to change a trailer wheel. 2.7 Park and shut down 4x4 vehicle in line with manufacturer specifications and organisational requirements.
3. Drive 4x4 moving an attached object	3.1 Secure vehicle, equipment or object to be moved using appropriate recovery devices. 3.2 Apply risk-management strategies to a 4x4 vehicle moving an object. 3.3 Drive 4x4 and move attached object.
4. Perform post-towing tasks	4.1 Notify relevant personnel of trip completion. 4.2 Carry out maintenance on allocated vehicle. 4.3 Record and report activity in line with organisational procedures.

Foundation Skills

This section describes those core and employment skills that are essential to performance and

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are not explicit in the performance criteria.	
Numeracy skills to:	• measure, estimate and calculate time required to complete the task • determine if vehicle has sufficient fuel for the task.
Initiative and enterprise skills to:	• apply precautions and required action to minimise, control or eliminate hazards that can occur during work activities.
Problem-solving skills to:	• identify faults and issues associated with towing a trailer and moving objects with a 4x4 vehicle, and identify solutions.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIFGM3214 Operate a four wheel drive in a towing situation

Links

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

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Assessment Requirements for FWPFGM3214 Operate a four wheel drive in a towing situation

Modification History

Release	Comment
	Replaces equivalent unit FWPFGM3214 Operate a four wheel drive in a towing situation, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow applicable legal and regulatory requirements, and codes of practice relevant to operating a 4x4 vehicle towing a trailer or moving an object
- couple and uncouple a trailer
- safely couple and uncouple vehicles, equipment and objects using recovery equipment
- operate a 4x4 in a towing situation
- follow organisational policies and procedures relevant to operating a 4x4 in a towing situation
- assess the safety of towing a trailer or object and consider risk management strategies including:
  - appropriate vehicle and trailer clearance
  - appropriate approach and departure angles
  - correct load management
  - controlled braking methods using electric brakes, no brakes, override brakes
  - adequate movement of the tow system
  - making adjustment for extra length and width of trailers, and their tendency to 'cut in' on corners and curves
  - making appropriate adjustment in braking distance to compensate for the combined extra weight of vehicle and trailer
  - driving vehicle to minimise trailer sway

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  - engaging a lower gear when travelling downhill with a trailer to give greater vehicle control and reduce load on brakes
  - ensuring mirrors on both sides of towing vehicle are properly adjusted to give a clear view of vehicles approaching from the rear.
- use and maintain relevant tools, machinery and equipment
-

Knowledge Evidence

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

- applicable regulations, standards, codes of practice and established safe practices relevant to processes when towing a trailer or object
- environmental risks and hazards, organisational and site standards, requirements, policies and procedures for towing a trailer or object including:
  - damage to vehicle
  - wet and iced terrain
  - flooded terrain
  - fire in vehicle
  - fire at the scene
  - faulty brakes
  - leaking fuel
  - faulty steering mechanism on vehicle
  - animals and objects in vehicle path
  - crocodiles and snakes in some areas
  - windy or foggy sections of terrain
  - steep slopes
  - land slides
  - tree limbs
  - black ice
  - trailers
  - logs, rocks and other unexpected obstacles
  - weather conditions
  - slippery surfaces
  - unsafe or damaged equipment
  - spilt or leaking fuel or dangerous or hazardous goods or substances
  - unsafe manual-lifting procedures
- recovery devices suitable for towing including:
  - winches
  - ropes
  - cables
  - slings and straps

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  - pullers
- road rules, regulations, permit and licence requirements of the relevant state or territory
- operational knowledge of 4x4 vehicle, including controls, instruments and indicators, and their use
- 4x4 driving and towing techniques
- vehicle maintenance requirements
- established communication channels and protocols
- relevant personnel for the purposes of communicating information
- vehicle problem identification and resolution strategies, and common vehicle fault-finding techniques
- characteristics, applications, capabilities and limitations of a 4x4 vehicle while towing a trailer or object
- tools and equipment used when setting up and securing an object for towing
- typical problems that may occur when setting up and securing an object for towing, and how to resolve them
- procedures for recording and reporting workplace information.
-

Assessment Conditions

The following resources must be made available:

- manual or automatic or all wheel drive (AWD) four-wheel drive vehicle
- trailer to tow
- object to move
- personal protective equipment required to operate a four wheel drive vehicle in a towing situation
- relevant personnel for the purposes of communicating information

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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FWPFGM3215 Perform complex 4x4 operations

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM3215 Perform complex 4x4 operations, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to perform complex four-wheel drive (4x4) vehicle operations, including operations over rugged terrain and water crossings.

The unit applies to those who operate a four wheel drive in forest and timber processing environments.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction.

Pre-requisite Unit

Nil

Unit Sector

Forest Growing and Management

Harvesting and Haulage

Sawmilling and Processing

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for complex 4x4 operations	1.1 Identify and assess types of water crossings and terrain being accessed for safe operating conditions. 1.2 Check that 4x4 vehicle being used is appropriate to conditions and operationally effective in line with manufacturer

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	specifications. 1.3 Identify appropriate range of personal protective equipment (PPE) to be carried for the trip conditions. 1.4 Establish communication with others and choose required safety mechanisms in line with organisational requirements.
2. Prepare 4x4 vehicle for water crossing	2.1 Place cover securely across the front of the vehicle when required by water depth. 2.2 Protect electrical connectors, battery terminals and electrical components. 2.3 Check wheel hubs to engage/lock position. 2.4 Select appropriate gear for water crossing. 2.5 Allow vehicle to cool down before entering water
3. Negotiate water crossing	3.1 Assess hazards and risks associated with water crossings. 3.2 Determine safety of water crossing. 3.3 Establish and select entry and exit points for crossing in line with current flow and risk assessment. 3.4 Access water crossing to determine depth of water at intended crossing point. 3.5 Monitor the track continually to identify hazards and assess risks. 3.6 Perform water crossing by maintaining a constant bow wave.
4. Perform check of vehicle operations on completion of water crossing	4.1 Drain water from 4x4 vehicle back into the water crossing. 4.2 Dry brakes off by gentle application while moving. 4.3 Check engine oils for contamination. 4.4 Check air cleaner elements for water intrusion and assess air intake operational effectiveness. 4.5 Check differential and gear box oils after prolonged periods in the water.
5. Operate vehicle in rugged terrain	5.1 Determine intended route prior to departure. 5.2 Inspect intended vehicle path prior to negotiation of rugged terrain. 5.3 Identify potential hazards and risks when operating vehicle in rugged terrain and ensure appropriate response can be applied 5.4 Inspect, position and secure vehicle load to maximise traction for 4x4 driving. 5.5 Set vehicle controls in line with manufacturer specifications

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	and for operation in the rugged terrain. 5.6 Negotiate terrain in line with requirements for specific driving conditions.
6. Recover vehicle from loss of traction while ascending	6.1 Determine intended route backwards. 6.2 Use correct brake and engine techniques to reverse vehicle. 6.3 Ensure vehicle comes to a safe stop.
7. Perform post-trip tasks	7.1 Notify relevant personnel of trip completion. 7.2 Carry out maintenance on allocated vehicle. 7.3 Record and report activity in line with organisational procedures.

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:	• measure, estimate and calculate time required to complete the task • time to complete the task • determine if vehicle has sufficient fuel for the task.
Initiative and enterprise skills to:	• apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities.
Problem-solving skills to:	• identify faults and issues associated with performing complex 4x4 operations, and identify solutions.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIFGM3215 Perform complex 4x4 operations

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Links

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Assessment Requirements for FWPFGM3215 Perform complex 4x4 operations

Modification History

Release	Comment
1	Replaces equivalent FPIFGM3215 Perform complex 4x4 operations, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:
- follow applicable legal and regulatory requirements, and codes of practice relevant to performing complex 4x4 operations
- follow organisational policies and procedures relevant to performing complex 4x4 operations
- assess the safety and potential hazards of planned water and rugged terrain crossings including consideration of:
  - assessment of water speed and depth
  - underwater hazards
  - debris in water
  - rocks and other unexpected obstacles
  - variable water depth and width of crossing
  - risk of vehicle being swept down the waterway
  - tidal influences
  - wet and iced terrain
  - flooded terrain
  - fire in vehicle
  - faulty brakes

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  - leaking fuel
  - faulty steering mechanism on vehicle
  - animals and objects in vehicle path
  - crocodiles and snakes in some areas
  - windy or foggy sections of terrain
  - steep slopes
  - slippery surfaces
  - land slides
  - tree limbs
  - black ice
  - trailers
- safely perform 4x4 operations over rugged terrain and water crossings in line with the conditions and 4x4 operating requirements
- select correct gear/range to negotiate terrain
- engage and disengage freewheel hubs in line with driving conditions
- identify safe locations for entry into and out of a waterway
- identify and prepare supplies and resources appropriate to the journey
- use correct techniques to safely stop and start on steep terrain
- use and maintain relevant tools, machinery and equipment.

Knowledge Evidence

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

- applicable regulations, standards, codes of practice and established safe practices relevant to the full range of processes when performing complex 4x4 operations
- environmental risks and hazards, organisational and site standards, requirements, policies and procedures for performing complex 4x4 operations
- road rules, regulations, permit and licence requirements of the relevant state or territory
- operational knowledge of 4x4 vehicle, including controls, instruments and indicators, and their use
- environmental protection requirements relating to 4x4 operations in rugged terrain
- organisational and site standards, requirements, policies and procedures for performing complex 4x4 operations
- road rules, regulations, permit and licence requirements of the relevant state or territory
- operational knowledge of 4x4 vehicle, including controls, instruments and indicators and their use
- four-wheel drive techniques, including to safely cross water and operate 4x4 vehicle in rugged terrain
- vehicle maintenance requirements following water crossings
- established communication channels and protocols
- vehicle problem identification and common vehicle fault-finding techniques

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- common vehicle operating problems and appropriate operator response in line with organisational and manufacturer requirements
- types of tools and equipment, and procedures for their safe use and maintenance.

Assessment Conditions

The following resources must be made available:

- manual or automatic or all wheel drive (AWD) four-wheel drive
- access to a water crossing and rugged terrain with safe entry into and out of a waterway, shallow run-ins and a firm base
- locations that minimise the impact on the environment
- personal protective equipment required for performing complex 4x4 operations.

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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FWPFGM4201 Implement a forest establishment plan

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM4201B Implement a forest establishment plan, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to establish or re-establish a section of native forest or plantation, either in a monoculture or multiple-use environment.

The unit applies to job roles including Arboriculture Supervisor, Farm Forestry Supervisor, Forestry Supervisor, Forestry Operations Supervisor, Harvesting Supervisor, Harvesting Team Leader, Propagation and Stand Health Supervisor and Tree Farm Supervisor.

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 describe the essential outcomes.	*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.*
1. Prepare for implementation of forest establishment plan	1.1 Review local authority coverage, land owning boundaries, and forest design plan. 1.2 Identify forest location including map and grid references.

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	1.3 Check land use zoning and planning permits for approval status. 1.4 Check site environmental protection measures.
2. Implement forest establishment plan	2.1 Select method of establishment to meet requirements of the forest type, and environmental and organisational guidelines. 2.2 Select forest type and available species for establishment. 2.3 Identify topography and how this will impact forest. 2.4 Direct operational activities and schedule activities, material and equipment. 2.5 Coordinate forest design and planting strategy to establish the forest
3. Monitor and review forest establishment plan	3.1 Inspect correct implementations of environmental protection measures for the landscape, soil and drainage. 3.2 Communicate with operational staff, clients and contractors during the establishment phase to ensure smooth operation and progress 3.3 Monitor operational activities for potential improvements 3.4 Record and report on implementation of forest establishment plan.

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:	• calculate required numbers of trees
Oral communication skills to:	• direct the work of others • explain the forest plan
Reading skills to:	• interpret information from council, contractors and other stakeholders • interpret plans and maps

Range of Conditions

Not Applicable

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Unit Mapping Information

FPIFGM4201B

Links

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

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Assessment Requirements for FWPFGM4201 Implement a forest establishment plan

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM4201B Implement a forest establishment plan, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relating to the implementation of a forest establishment plan
- obtain and interpret topographical maps, information from local government and information about environmental requirements for forests
- prepare, implement and review a forest establishment plan that includes:
  - forest layout
  - protected areas
  - access
  - harvesting considerations
  - environmental sustainability issues
  - minimising environmental impact
- coordinate personnel to undertake activities to meet established timelines
- produce a report on the outcomes of the implementation of a forest plan that includes:
  - difficulties
  - costs
  - data analysis
  - efficiency and effectiveness
  - results
  - recommendations for future work

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Knowledge Evidence

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

- environmental protection requirements for the establishment of a forest including the following
  - ground growth
  - canopy
  - general forest lean
  - wind speed and direction
  - fallen trees
  - density of trees
  - ground slope
  - soil and water protection
  - ground hazards
  - obstacles
  - drainage
- organisational policies and procedures for implementing a forest establishment plan
- how wood generates renewable energy through biomass
- forest establishment and planning procedures including:
  - forest design and map details
  - site preparation
  - access considerations
- planting for forest or streamside:
  - buffers
  - filter strips
  - contours
  - gullies
  - crossing points
- environmental considerations, including protection of:
  - habitat
  - rainforest
  - flora and fauna
  - landscape
  - excluded areas
  - rubbish removal
- and preparation of:
  - permanent roads
  - temporary roads
  - landings

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  - dumps
  - snig tracks
  - forwarding tracks
  - adjoining land
  - wet weather restrictions
  - fire protection requirements.
- forest design and planting strategies
- regeneration principles and methods
- topography including:
  - terrain levels
  - soil types
  - contours
  - elevations
  - slopes
  - gullies
  - adjoining land parcels
- land use zoning and relevant approvals and permits including:
  - private zoning
  - government zoning
- resources, tools and equipment used for the implementation of a forest plan, and procedures for their safe use and maintenance
- appropriate mathematical procedures for estimating and measuring, including calculating time to complete tasks.

Assessment Conditions

The following resources must be made available:

- forest plan
- information required to support the implementation of a forest plan
- relevant personnel for the purposes of communicating information.

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

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FWPFGM4202 Manage stand health

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM4202B Manage stand health, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to assess trees and apply treatments to ensure the health of a stand of trees. The unit includes reviewing and evaluating program processes against defined criteria

The unit applies to job roles including Arboriculture Supervisor, Farm Forestry Supervisor, Forestry Supervisor, Forestry Operations Supervisor, Harvesting Supervisor, Harvesting Team Leader, Propagation and Stand Health Supervisor and Tree Farm Supervisor.

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 describe the essential outcomes.	*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.*
1. Plan stand health program	1.1 Review stand health requirements and site environmental protection measures and regulations. 1.2 Obtain and assess information that will impact on stand health planning. 1.3 Identify and select methods for encouraging stand health.

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	1.4 Develop and document measurable performance indicators, specifications and targets for stand health. 1.5 Obtain required approvals from authorities 1.6 Document and communicate stand health program.
2. Implement and monitor stand health program	2.1 Coordinate resources for stand health program. 2.2 Maintain clear and accurate documentation on stand health. 2.3 Develop and communicate work schedule for the site. 2.4 Implement and monitor stand health program ensuring health and protection of stand. 2.5 Conduct systematic checks for compliance requirements. 2.6 Make adjustments to the stand health program as required. 2.7 Manage risks and hazards in the work area are identified and controlled. 2.8 Ensure workplace health and safety of the site. 2.9 Respond to problems and factors affecting stand health.
3. Review stand health program	3.1 Assess and evaluate information on stand health operation and confirm that techniques, methodologies and budgets are consistent with the program. 3.2 Document issues and impediments to stand health. 3.3 Undertake cost benefit analysis and make recommendations for change or improvement. 3.4 Disseminate results of review of stand health program. 3.5 Follow organisational procedures for completion of all documentation on stand health program.

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:	• Develop and review budgets
Oral communication skills to:	• Manage the site team
Organisational and planning skills to:	• Develop schedules • Sequence work and activities

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Range of Conditions

Not Applicable

Unit Mapping Information

FPIFGM4202B Manage stand health

Links

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

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Assessment Requirements for FWPFGM4202 Manage stand health

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM4202B Manage stand health, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures for the management of stand health
- develop a program for the management of stand health that includes:
  - reference to organisational policies and procedures
  - plans
  - budgets
  - timelines
  - resources, including people, material and equipment
  - disposal methods, including burning, burying and chemical destruction of vegetation waste
- coordinate workers and activities to ensure stand health
- identify factors that may affect stand health and develop effective treatments to address these issues
- manage a budget for stand health
- develop and achieve targets and measures for stand health
- monitor implementation of the stand health program including the following checks:
  - that WHS procedures, practices, policies and precautions are observed and followed
  - that site environmental requirements and relevant commonwealth, state or territory, and local legislation and regulations are followed
  - that performance indicators, targets and specifications are met

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  - that quantity, cost and provenance information is collected in line with plan specifications
  - that required organisational documentation is completed clearly and accurately
- review and report on the outcomes of stand health program.

Knowledge Evidence

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

- health requirements, indicators and treatment of the target species including
  - stress problems
  - pests and diseases, including insects, fungal, bacterial, viral, birds and animals
  - structural
  - storm damage
  - root damage
  - gassing
  - compaction
  - incineration
  - nutrient deficiencies
  - chemical
  - competition
  - poor draining
  - vandalism
  - salt
  - drought
- procedures for identifying and evaluating structural defects in trees
- methods to identify pests, diseases and physiological damage to trees
- methods to manage tree pests and diseases
- methods for analysing the nutritional status of trees
- methods of collecting and storing specimens for identification
- methods to improve stand health including
  - application of fertilisers
  - application of pesticides and herbicides
  - pruning techniques
  - competition management techniques
  - browsing control techniques
  - consideration of environmental sustainability issues
- environmental protection requirements for the site or setting
- relevant approvals including where:
  - the use of chemicals or biological agents is intended
  - browsing control techniques that may impact on neighbouring properties

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  - consideration of environmental sustainability issues apply
- WHS policies and procedures
- budgets and planning tools

Assessment Conditions

The following resources must be made available:

- relevant policies and procedures for the management of stand health
- a stand of trees and the relevant health requirements
- PPE suitable for managing stand health
- relevant personnel for the purposes of communicating information

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

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FWPFGM4203 Design plantations

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM4203C Design plantations, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to design a plantation or monoculture. The unit also applies to an area that is to be used for multiple uses, such as farm forestry.

The unit applies to job roles including Arboriculture Supervisor, Farm Forestry Supervisor, Forestry Supervisor, Forestry Operations Supervisor, Harvesting Supervisor, Harvesting Team Leader, Propagation and Stand Health Supervisor and Tree Farm Supervisor.

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 describe the essential outcomes.	*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.*
1. Prepare for plantation design	1.1 Assess site and identify site environmental protection measures. 1.2 Review and analyse relevant plans to assess impacts on proposed plantation. 1.3 Consult with stakeholders and obtain input into the design for the site.

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	1.4 Review organisational maps, plans and strategies and how they relate to plantation requirements. 1.5 Develop measurable performance indicators, specifications and targets for the plantation.
2. Design components of plantation	2.1 Arrange surveys and determine species tolerances for the plantation site. 2.2 Develop plan for site preparation. 2.3 Develop design components and obtain approvals. 2.4 Communicate design plan and performance indicators to appropriate personnel.
3. Review plantation design	3.1 Assess plantation data and documentation against plans and adjacent plantations 3.2 Prepare recommendations and design improvements. 3.3 Record and report on plantation design processes.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIFGM4203C Design plantation

Links

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

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Assessment Requirements for FWPFGM4203 Design plantations

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM4203C Design plantations, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- produce designs for plantations that comply with commonwealth, state or territory or local government legislative and regulatory requirements
- follow organisational policies and procedures relevant to designing plantations
- interpret aerial photographs and maps
- design a plantation using consultative processes with colleagues and stakeholders to obtain inputs, and ensure efficient use of resources
- design a plantation that meets specified requirements
- review a plantation design against determined performance indicators, specifications and targets
- develop recommendations for design improvements.
-

Knowledge Evidence

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

- commonwealth, state or territory or local government legislative and regulatory requirements and codes of practice relevant to designing plantations
- relevant species characteristics and selection information including:
  - appropriate species
  - provenance
  - distribution and hardiness of trees to be sown or planted to suit the area to be planted

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- factors relevant to an assessment of the area including:
  - soil types
  - site rainfall characteristics
  - understory species
  - canopy
  - general forest lean
  - wind speed and direction
  - fallen trees
  - retained vegetation
  - density of trees
  - ground slope
  - soil and water protection
  - ground hazards and obstacles
  - contingencies for modifying operations during wet or other adverse weather conditions
  - hygiene of the area
  - relevant commonwealth, state or territory, and local legislation and regulations.
- plantation design components including:
  - roads
  - fences
  - drainage channels
  - forest area boundaries
- environmental protection requirements relevant to plantation design
- organisational policies and procedures for designing plantations including the following:
  - tending plans
  - harvesting plans
  - organisational marketing and strategic plans
  - plans or regulations relating to chemical use and environmental requirements.
- environmental risks and hazards in the area of the proposed site
- common diseases, pests and nutritional deficiencies that affect plantations
- the principles of good design for plantations.

Assessment Conditions

The following resources must be made available:

- requirements for a plantation design
- PPE suitable for designing plantations
- Organisational policies and procedures relevant to designing plantations
- Relevant parties for the purposes of consulting and communicating

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

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FWPFGM4204 Conduct a pests and diseases assessment

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM4204B Conduct a pests and diseases assessment, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to assess the presence and level of pests and diseases within a forest area. The unit includes the assessment of animal populations, weeds, diseases and pests.

The unit applies to job roles including Arboriculture Supervisor, Farm Forestry Supervisor, Forestry Supervisor, Forestry Operations Supervisor, Harvesting Supervisor, Harvesting Team Leader, Propagation and Stand Health Supervisor and Tree Farm Supervisor.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states & territories at the time of publication, and may differ according to jurisdiction.

Pre-requisite Unit

Nil

Unit Sector

Forest Growing and Management

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for assessment	1.1 Determine frequency of assessment for particular forest area, and calculate size of sample area from inventory programs, budgets and organisational guidelines. 1.2 Research pests and diseases for the area.

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	1.3 Select methods of pest and disease measurement according to the forest management plan. 1.4 Locate and adhere to site environmental protection measures.
2. Implement pests and diseases assessment	2.1 Select method of assessment with regard to the forest type, and local, environmental and organisational guidelines. 2.2 Coordinate people, materials and equipment for the assessment. 2.3 Organise schedule for the site assessment in conjunction with other relevant forest operations personnel 2.4 Obtain permits or licences required for the assessment. 2.5 Direct personnel to undertake the assessment and collect the data on pests and diseases 2.6 Communicate regularly with contractors and operational staff to ensure smooth operation and progress. 2.7 Review and report on data retrieved from the assessment.
3. Monitor and review assessment	3.1 Check compliance with environmental protection measures, relevant legislation and regulations. 3.2 Monitor operational staff and contractors during the assessment phase and address problems or issues promptly. 3.3 Monitor and review operational activities for potential improvements. 3.4 Review assessment method for potential improvements. 3.5 Record and report on assessment results according to organisational procedures.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Range of Conditions

Not Applicable

Unit Mapping Information

FPIFGM4204B Conduct a pests and diseases assessment

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Links

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

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Assessment Requirements for FWPFGM4204 Conduct a pests and diseases assessment

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM4204B Conduct a pests and diseases assessment, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to conducting a pests and diseases assessment
- identify the physical, biological, and environmental indicators of the presence of pests and diseases found in a forest
- accurately and safely measure the numbers of pests in a sample area
- coordinate people, resources and equipment for an efficient assessment for pests and diseases
- identify methods of improvement for an assessment of pests and diseases
- accurately interpret data on pests and diseases
- record and report on the outcomes of an assessment of pests and diseases.

Knowledge Evidence

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

- applicable commonwealth, state or territory legislation, regulations, standards, codes of practice and established safe practices for conducting pest and disease assessment
- environmental protection requirements in relation to conducting a pests and diseases assessment
- organisational policies and procedures for conducting pest and disease assessment
- types of pests and diseases including:

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  - Fauna, including avian fauna, rodents, feral cats and wild dogs, and insects
  - Flora including weeds and creeping plants and diseases that affect plants
- methods and techniques to assess animal populations, diseases, pests and weeds
- methods for measuring and collecting data on pests and diseases
- safe use and application of tools and equipment used to conduct a pest and disease assessment
- procedures to obtain a permit or licence to conduct an assessment
-

Assessment Conditions

The following resources must be made available:

- organisational policies and procedures relevant to conducting a pest and disease assessment
- PPE suitable to conduct a pest and disease assessment
- tools and equipment to conduct a pest and disease assessment
- forest site suitable to conduct a pest and disease assessment
- relevant contractors and operational staff for the purposes of communication

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

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FWPFGM4205 Monitor regeneration rates

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM4205B Monitor regeneration rates, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to monitor and coordinate the assessment of new plant stocks within a forestry area. The unit includes the assessment of germination, survival, regeneration and basal area surveys.

The unit applies to job roles including Arboriculture Supervisor, Farm Forestry Supervisor, Forestry Supervisor, Forestry Operations Supervisor, Harvesting Supervisor, Harvesting Team Leader, Propagation and Stand Health Supervisor and Tree Farm Supervisor.

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 describe the essential outcomes.	*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.*
1. Prepare for monitoring	1.1 Determine frequency of assessment for particular forest area, and calculate size of sample area from inventory programs, budgets and organisational guidelines. 1.2 Research and record types of regeneration for the location to be assessed.

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	1.3 Select methods of measurement of regeneration measurement according to the forest management plan. 1.4 Identify and follow site environmental protection measures in the course of the monitoring
2. Implement assessment of regeneration rates	2.1 Select method of assessment according to the forest type, and local, environmental and organisational guidelines. 2.2 Coordinate people, materials and equipment for the assessment. 2.3 Develop a schedule for the assessment in conjunction with other relevant forest operations personnel. 2.4 Obtain necessary permits or licences required for the assessment. 2.5 Direct personnel undertake the assessment and collect the data on regeneration rates. 2.6 Interpret, translate and report on data retrieved from the assessment.
3. Monitor and review assessment	3.1 Ensure compliance with environmental protection measures, relevant legislation and regulations. 3.2 Communicate with operational staff and contractors during the assessment phase to ensure smooth operation and progress 3.3 Monitor and review operational activities and consult operational staff and contractors for potential improvements 3.4 Review assessment method for potential improvements. 3.5 Record and report on assessment results according to organisational procedures.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIFGM4205B Monitor regeneration rates

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Links

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

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Assessment Requirements for FWPFGM4205 Monitor regeneration rates

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM4205B Monitor regeneration rates, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to monitoring regeneration rates
- accurately and safely monitor regeneration in a sample area
- coordinate people, resources and equipment for the efficient monitoring of regeneration
- identify methods of improvement for the monitoring of regeneration
- accurately interpret data on regeneration
- record and report on the outcomes of monitoring regeneration in a forest.
-

Knowledge Evidence

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

- organisational and site standards, requirements, policies and procedures for monitoring regeneration rates
- environmental risks and hazards in a forest setting
- types and rates of regeneration of the following
  - seeding
  - seedlings
  - coppice
  - standard sprouts

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- assessment techniques for regeneration rates, including
  - monitoring germination and survival rates
  - observing the effects of browsing, the distribution of new growth in square metres and regeneration rates
  - calculating basal areas
- types of tools, and equipment used for measuring regeneration in a forest, and procedures for their safe use and maintenance.
-

Assessment Conditions

The following resources must be made available:

- a forest area that is undergoing regeneration
- organisational policies and procedures relevant to monitoring regeneration rates
- relevant personnel for the purposes of communicating information
- PPE suitable to monitor regeneration rates.

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

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FWPFGM4206 Conduct a wood volume and yield assessment

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM4206B Conduct a wood volume and yield assessment, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to plan, implement and review a wood volume and yield assessment within a forest area.

The unit applies to job roles including Arboriculture Supervisor, Farm Forestry Supervisor, Forestry Supervisor, Forestry Operations Supervisor, Harvesting Supervisor, Harvesting Team Leader, Propagation and Stand Health Supervisor and Tree Farm Supervisor.

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 describe the essential outcomes.	*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.*
1. Plan assessment	1.1 Determine required frequency and size of sample areas of assessment for particular forest area, from inventory programs, budgets and organisational guidelines. 1.2 Research methods to calculate wood volume and yield for the location to be assessed.

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	1.3 Select method to calculate wood volume and yield measurement with reference to the forest management plan. 1.4 Monitor site environmental protection measures in line with relevant legislation and regulations. 1.5 Document plan to assess volume and wood yield.
2. Implement plan to assess wood volume and yield	2.1 Negotiate schedule for the assessment with other forest personnel. 2.2 Coordinate people, materials and equipment for the assessment. 2.3 Obtain permits or licences required for the assessment. 2.4 Direct personnel in data collection on wood volume and yield. 2.5 Ensure compliance with quality, WHS and other organisational procedures throughout the assessment. 2.6 Review data for accuracy, record and report results.
3. Review assessment	3.1 Assessment procedures are reviewed for potential improvements 3.2 Assessment method is reviewed and diagnosed for potential improvements. 3.3 Assessment outcomes are reported to the 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.	
Numeracy skills to:	• determine appropriate sample area for assessment of yield and volume of wood • calculate yield and volume of wood
Oral communication skills to:	• direct the work of others
Planning and organising skills to:	• schedule time and sequence tasks, resources and equipment for assessment of yield and volume of wood.

Range of Conditions

Not Applicable

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Unit Mapping Information

FPIFGM4206B Conduct a wood volume and yield assessment

Links

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

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Assessment Requirements for FWPFGM4206 Conduct a wood volume and yield assessment

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM4206B Conduct a wood volume and yield assessment, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- plan, conduct and review a wood volume yield assessment in line with regulations and organisational requirements that includes:
  - timber volume by class sizes
  - timber quality
  - timber damage
  - form and rates of growth
- accurately and safely calculate wood volume and yield from a sample area
- coordinate people, resources and equipment for the efficient assessment of wood volume and yield
- identify methods of improvement for the assessment of wood volume and yield
- accurately interpret data on assessment of wood volume and yield
- record and report on the outcomes of assessment of wood volume and yield.

Knowledge Evidence

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

- organisational policies and procedures for conducting a wood volume and yield assessment
- environmental risks and hazards associated with assessing wood volume and yield

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- volumes and yields associated with different species that includes:
  - quantity (gross volume) of timber per hectare
  - estimated yield (net volume) of useable timber per hectare
- assessment techniques and methods for measuring and calculating wood volume and yield
- types of tools and equipment for conducting a wood volume and yield assessment, and procedures for their safe use and maintenance.
- Relevant permits and licences

Assessment Conditions

The following resources must be made available:

- An area of forest in which to conduct a wood volume and yield assessment
- PPE suitable to conduct a wood volume and yield assessment
- Relevant personnel for the purposes of communicating information
- Organisational and site procedures and requirements relevant to conducting a wood volume and yield assessment

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

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FWPFGM4207 Conduct a forest site assessment

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM4207B Conduct a forest site assessment, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to plan, implement and review a forest site assessment. The unit includes the assessment of soils, terrain, slope, rainfall and environmental aspects of the forest area.

The unit applies to job roles including Arboriculture Supervisor, Farm Forestry Supervisor, Forestry Supervisor, Forestry Operations Supervisor, Harvesting Supervisor, Harvesting Team Leader, Propagation and Stand Health Supervisor and Tree Farm Supervisor.

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 describe the essential outcomes.	*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.*
1. Plan assessment	1.1 Determine required frequency and size of sample areas of assessment for particular forest area, from inventory programs, budgets and organisational guidelines. 1.2 Research methods to assess forest site for the location.

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	1.3 Select method to assess forest site with reference to location, topography, and the forest management plan. 1.4 Review site environmental protection measures that apply to the site. 1.5 Document plan to assess forest site.
2. Implement plan to assess forest site	2.1 Negotiate schedule for the assessment with other forest personnel. 2.2 Coordinate people, materials and equipment for the assessment. 2.3 Obtain permits or licences required for the assessment. 2.4 Direct personnel in data collection on forest site. 2.5 Ensure compliance with quality, WHS and other organisational procedures throughout the assessment. 2.6 Communicate regularly with operational staff and contractors to ensure smooth operation and progress. 2.7 Review data for accuracy, translate and report.
3. Review assessment	3.1 Assessment procedures are reviewed for potential improvements 3.2 Assessment method is reviewed and diagnosed for potential improvements. 3.3 Assessment outcomes are reported to the 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.	
Numeracy skills to:	• determine appropriate sample area for assessment
Oral communication skills to:	• direct the work of others
Planning and organising skills to:	• schedule time and sequence tasks, resources and equipment for assessment of environmental aspects of the forest area.

Range of Conditions

Not Applicable

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Unit Mapping Information

FPIFGM4207B Conduct a forest site assessment

Links

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

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Assessment Requirements for FWPFGM4207 Conduct a forest site assessment

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM4207B Conduct a forest site assessment, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to assessing a forest site
- accurately and safely calculate and analyse data on the soils, terrain, slope, rainfall, environmental specifications of a forest site in a sample area.
- coordinate people, resources and equipment for the efficient assessment of a forest site
- identify and report methods of improvement for the assessment of a forest site
- record and report on the outcomes of the assessment of a forest site.

Knowledge Evidence

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

- organisational policies and procedures for conducting a forest site assessment
- environmental protection measures relevant to conducting a forest site assessment including:
  - ground growth
  - canopy
  - general forest lean
  - wind speed and direction
  - fallen trees
  - density of trees

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  - ground slope
  - soil and water protection
  - ground hazards and obstacles
- environmental risks and hazards associated with assessing a forest site
- site factors and how they affect different species
- topography including
  - soils
  - terrain
  - slope
  - rainfall
  - environmental specifications
- techniques and methods for assessing a forest site
- types of tools and equipment for conducting a forest site assessment, and procedures for their safe use and maintenance.

Assessment Conditions

Assessment conditions

The following resources must be made available:

- a suitable forest area on which conduct a site assessment
- plant tools and equipment suitable to conduct a forest site assessment
- organisational policies and procedures relevant to conducting a forest site assessment
- PPE suitable to conduct a forest site assessment
- Relevant contractors and operational staff for the purposes of communication

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

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FWPFGM4208 Plan a quarry

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM4208B Plan a quarry, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to locate the site, and gain approval for a quarry (borrow pit) operation for the purpose of sourcing material for the construction and maintenance of forest roads and tracks. It also includes developing and implementing a plan to establish a quarry.

The unit applies to job roles including Arboriculture Supervisor, Farm Forestry Supervisor, Forestry Supervisor, Forestry Operations Supervisor, Harvesting Supervisor, Harvesting Team Leader, Propagation and Stand Health Supervisor and Tree Farm Supervisor.

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 describe the essential outcomes.	*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.*
1. Plan for quarry operation	1.1 Review need for quarry operation. 1.2 Consult with relevant parties about land tenure and plans for possible sites for the quarry. 1.3 Inspect proposed locations for quarry and visually assess for

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	suitability and quantity and quality of material for end use. 1.4 Analyse samples of materials and test for suitability. 1.5 Identify environmental protection measures of site and any regulatory or zoning issues. 1.6 Conduct a cost-benefit analysis for the viability and lifespan of the proposed quarry site. 1.7 Prepare a quarry management plan with reference to site procedures.
2. Implement a quarry operation plan	2.1 Obtain necessary licences or permits for quarry development. 2.2 Select quantities required and methods of extracting material with reference to the quarry management plan. 2.3 Coordinate and schedule people, materials and equipment for quarry development. 2.4 Liaise with colleagues about other information, work plans, road maintenance or construction plans and ensure a coordinated approach. 2.5 Document activities according to organisational procedures.
3. Monitor and review quarry planning	3.1 Check compliance with environmental protection measures, WHS requirements, quality requirements. 3.2 Review outputs of quarry against plan. 3.3 Identify areas for improvement in establishment and operation of quarry. 3.4 Record and report on outcomes 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.	
Numeracy skills to:	• Calculate quantities of material that can be extracted from a given area • Calculate time for tasks
Oral communication skills to:	• Coordinate and direct the work of others.
Planning and organising skills to:	• Schedule activities and sequence tasks • Establish timelines

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Range of Conditions

Not Applicable

Unit Mapping Information

FPIFGM4208B Plan a quarry

Links

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

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Assessment Requirements for FWPFGM4208 Plan a quarry

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM4208B Plan a quarry, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to planning a quarry
- review sites and determine best site for the establishment of a quarry
- review the quality of material that a quarry will yield
- calculate the quantity of material that a quarry will yield
- safely and efficiently coordinate people, resources and equipment for the establishment of a quarry
- identify methods of improvement for the establishment of a quarry
- record and report on the outcomes of the establishment of a quarry.

Knowledge Evidence

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

- organisational procedures for planning a quarry
- quarrying operations
- properties of quarry materials and their suitability for end use
- materials required for road construction, road maintenance, track rehabilitation and snig tracks and landings
- planning and sequencing quarrying tasks and activities
- environmental risks and hazards associated with quarrying
- methods of extraction from quarries: with plant and equipment and using blasting methods
- project planning including task breakdown

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- recording and reporting

Assessment Conditions

The following resources must be made available:

- organisational policies and procedures relevant to planning a quarry
- documentation related to quarry planning and permits
- relevant personnel and parties for the purposes of communication and consultation
- PPE suitable to plan a quarry

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

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FWPFGM4209 Interpret and use aerial photographs for forest management

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM4209B Interpret and use aerial photographs for forest management, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to use aerial photographs as a tool to assist with management of a forest area.

The unit applies to job roles including Arboriculture Supervisor, Farm Forestry Supervisor, Forestry Supervisor, Forestry Operations Supervisor, Harvesting Supervisor, Harvesting Team Leader, Propagation and Stand Health Supervisor and Tree Farm Supervisor.

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 describe the essential outcomes.	*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.*
1. Plan to review aerial photographs	1.1 Review forest management objectives and requirements for aerial photographs.

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	1.2 Obtain available types of aerial photographs for required locations and application. 1.3 Assess aerial photographs for suitability to meet forest management objectives and applications.
2. Interpret forest management information from aerial photographs	2.1 Position aerial photographs for viewing and calculate scale. 2.2 Identify key aspects from aerial photographs and document these. 2.3 Interpret and apply photomapping standards for consistent data-collection. 2.4 Identify and interpret forest attributes and required forest management information from aerial photographs. 2.5 Map aerial photographs according to organisational procedures. Record and report on analysis of aerial photographs.
3. Update maps and plans from aerial photographs	3.1 Assess maps and plans and update as required, using established symbols, colours and conventions. 3.2 Use tools to transfer data in line with manufacturer recommendations. 3.3 Complete documentation and store according to organisational procedures.

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:	• Calculate scale in photographs

Range of Conditions

Not Applicable

Unit Mapping Information

FPIFGM4209B Interpret and use aerial photographs for forest management

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Links

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

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Assessment Requirements for FWPFGM4209 Interpret and use aerial photographs for forest management

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM4209B Interpret and use aerial photographs for forest management, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- maintain relevant equipment and materials
- interpret forest area detail from a map
- identify disease symptoms in trees and forest areas using aerial photographs
- identify vegetation characteristics on an aerial photograph
- locate required photographs from appropriate records (flight plan map)
- report and maintain information on details of forest attributes and topographic information
- interpret charts, tables, maps and flight plans
- identify and interpret title panel information on an aerial photograph
- calculate scale of an aerial photograph, scale distances for a map, and calculate and manipulate height and area information
- identify map type and map features, including topographic map features.

Knowledge Evidence

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

- typical scales used on maps and plans, and procedures for their use and manipulation
- key aspects of aerial photography including
  - determining north and flight line path

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  - mapsheet
  - flight orientation
  - photography type
  - focal length
  - film number
  - run number
  - frame number
  - height above sea level
  - photography date
- forest types and structures and type of information including
  - area
  - height
  - species
  - crown cover
  - crown form
  - disturbance
  - aspects to be considered as part of the environmental management process.
- applications relevant to using aerial photography including
  - road or plantation design
  - field navigation and interpretation of forest types
  - forest structure
  - environmental processes, including salinity discharge
  - ecological vegetation communities, including coastal heathlands
  - land capability classes
  - remnant vegetation (roadside vegetation)
  - diseased vegetation classes, including *Eucalyptus* dieback from *Phytophthora.*
- range of photographic film, and photo types including
  - project, mapsheet, spot and stratigraphic:
  - of photographic classes, including terrestrial, vertical and oblique
  - of aerial photographic film, including black and white, black and white infra-red, colour, colour infra-red.
- requirements for aerial photography including
  - scale
  - flying height and focal length
  - required percent endlap and sidelap
  - orientation
  - location and number of flight lines required
  - total number of photographs required
  - allowable drift, crab, tilt and image motion

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    - camera characteristics, including format, lens quality, shutter speed and aperture, film and filter characteristics
    - acceptable seasons of the year, time of day, allowable present cloud cover and hot spots
- field observations including
    - accuracy of all mapped topographic information
    - measure of accuracy of associated base topographic or digital base map
    - spatial accuracy of strata
    - measure of accuracy of content of strata
- transferring data including
    - rescaling from one source to another
    - transferring from map to map
    - transferring from photograph to map or diapositive to map
- care and storage of aerial photographs
- procedures for recording and reporting workplace information
- maps and plans: cadastral plans; topographic maps; locality plans; site plans and maps and plans generated through the use of geographic information systems (GIS)
- representation of topographic features on maps and plans including
    - roads and tracks
    - watercourses
    - ridges and spurs
    - saddles
    - peaks and knobs
- technology and equipment used to interpret aerial photographs, and procedures for its maintenance including
    - electronic data transfer technology
    - manual light tables
    - mechanical light tables, including Omnigraph, Kartoflex, Zoom Transfer Scope, Artiscope and Sketchmaster.

Assessment Conditions

The following resources must be made available:

- organisational policies and procedures relevant to interpreting and using aerial photographs for forest management
- a selection of aerial photographs for 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

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

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FWPFGM4210 Prepare a tender

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM4210B Prepare a tender, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to respond to and prepare a tender. The unit includes preparation of bid estimates in the required format.

The unit applies to job roles including Arboriculture Supervisor, Farm Forestry Supervisor, Forestry Supervisor, Forestry Operations Supervisor, Harvesting Supervisor, Harvesting Team Leader, Propagation and Stand Health Supervisor and Tree Farm Supervisor.

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 describe the essential outcomes.	*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.*
1. Identify tender requirements	1.1 Review tender information and organisational procedures for tender preparation. 1.2 Analsye tender specifications and job scope and determine fit with organisational objectives. 1.3 Review resources and capacity to meet tender requirements.

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2. Complete tender documentation	2.1 Prepare tender in line with project specifications, budget and timeline 2.2 Collate and document tender information in the required format. 2.3 Promptly disseminate tender documentation to appropriate personnel for review and modification in line with organisational procedures 2.4 Identify and correct areas of insufficient detail in line with organisational procedures
3. Undertake bid estimation	3.1 Detail bid estimations in the required format 3.2 Sequence work in line with project timelines, organisational procedures and environmental requirements 3.3 Develop contingency plans in line with organisational procedures. 3.4 Obtain approvals for budget and submission of tender in line with organisational requirements

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:	• calculate costs of works and time for tasks • develop a project budget
Reading skills to:	• interpret a tender
Writing skills to:	• develop a clear and proposal with sufficient detail to meet the requirements of the specifications.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIFGM4210 Prepare a tender

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Links

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

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Assessment Requirements for FWPFGM4210 Prepare a tender

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM4210B Prepare a tender, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- accurately assess tender requirements relevant to the work context
- prepare written tenders in accordance with the organisation's style and format
- use technology to prepare a well written and clear tender
- use technology to store and retrieve necessary documentation
- estimate and calculate time, cost, quality and quantity for a project
- edit and make revisions to a tender so that it is ready for lodgement.

Knowledge Evidence

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

- resources and how to cost them for a tender including
  - work
  - time
  - personnel
  - equipment
- how to set out a budget for a tender
- project planning including
  - specifications
  - scope of work
  - performance measures

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  - due date
  - number of copies required
  - format of information
- types of tenders and how to interpret their requirements
- technology necessary for the preparation of tenders and budgets.

Assessment Conditions

The following resources must be made available:

- computers with software suitable for developing a tender for the industry
- sample tender documents.

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

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FWPFGM5201 Plan and manage an inventory program

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM5201B Plan and manage an inventory program, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to plan and manage forest assessments, based on an inventory program. The unit includes conducting consultative processes, and monitoring and analysing the effectiveness of the program.

The unit applies to job roles including Arboriculture Manager, Forest Manager, Forestry Manager, Harvesting Manager, Nursery Manager, Plantation Establishment Manager, Plantation Manager and Production 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 describe the essential outcomes.	*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.*
1. Plan inventory program	1.1 Analyse requirements for an inventory program. 1.2 Review relevant site environmental protection measures, and legislative and regulatory requirements.

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	1.3 Check timeline and budget for inventory program. 1.4 Review organisational plans to check impact on tree breeding operation 1.5 Determine and document methods of measurement and frequency of inventory assessment. 1.6 Consult and obtain input to inventory program. 1.7 Develop a documented plan for inventory program and obtain necessary approvals. 1.8 Communicate the plan to relevant personnel.
2. Implement inventory program	2.1 Implement inventory program according to planned methods, schedule, budget and legislative requirements. 2.2 Coordinate required resources and authorisations. 2.3 Communicate schedule for inventory assessment to coordinating personnel. 2.4 Maintain documentation for all stages of the inventory.
3. Monitor inventory assessment	3.1 Identify monitoring points and check inventory assessment to ensure compliance with environmental, WHS, organisational and legislative requirements 3.2 Amend or revise inventory program and assessment processes to ensure specifications, quality and performance targets are met.
4. Review inventory assessment	4.1 Review inventory assessment against inventory program and organisational requirements 4.2 Analyse data and information to determine effectiveness of inventory assessment and improvements to future programs. 4.3 Make recommendations for future programs based on findings of analysis and consultation conducted 4.4 Record and report on inventory program outcomes to the appropriate personnel

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPIFGM5201B Plan and manage an inventory program

Links

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

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Assessment Requirements for FWPFGM5201 Plan and manage an inventory program

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM5201B Plan and manage an inventory program , which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- Follow organisational policies and procedures relevant to planning and managing an inventory program
- Plan an inventory program that includes a process to:
  - calculate the current and expected wood volume and yield within a forest, or
  - set a monitoring process in place to enable reporting against marketing, strategic and business plans.
- select sampling techniques and create sampling designs
- identify species growing in the target area
- recognise common diseases, pests and nutritional deficiencies in a forest
- use appropriate consultative, communication and interpersonal techniques with colleagues and stakeholders
- present clear and succinct written and verbal information to colleagues
- analyse qualitative and quantitative information and data
- prepare reports, documentation and submissions
- prepare site maps and plans
- use and adapt complex maps and diagrams.

Knowledge Evidence

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

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- procedures for the development and implementation of environmental management strategies
- data collection and analysis methods
- map and plan preparation techniques
- characteristics and growth habits of local vegetation
- identification of plant species and their ecological interactions with the environment
- soil characteristics and topography of local area
- use and application of appropriate survey and assessment equipment
- statistical analysis techniques
- sampling techniques applicable to forest assessments
- principles of hydrology and the interaction/implications between forests/plantations and water use
- procedures for recording and reporting workplace information.

Assessment Conditions

The following resources must be made available:

- organisational inventory procedures
- data, images, geographic and topogrpahic information, maps and diagrams relating to inventory assessments
- survey and assessment equipment
- computers, keyboards, printers and software
- documents, plans, reports and proformas commonly used for inventory planning and assessment
- relevant personnel for the purposes of communicating information

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

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FWPFGM5208 Manage road construction and maintenance

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM5208B Manage road construction and maintenance, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to plan and implement road construction and maintenance procedures. The unit covers a range of road types including heavy duty, all weather logging roads and unsurfaced earth roads.

The unit applies to those working in forest growing and management in a supervisory or management position.

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 describe the essential outcomes.	*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.*
1. Plan road construction and maintenance	1.1 Review forest management plan and requirements for roads. 1.2 Obtain and assess logging and topography details while applying environmental management considerations. 1.3 Review road location, design and construction requirements and analyse costs, benefits and impact on the forest.

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	1.4 Review timeframe for use of the road and likely weather conditions. 1.5 Calculate and document timber extraction methods and storage requirements for roads, tracks, equipment placement, falling and recovery rates, and delivery schedules. 1.6 Consult with authorities and obtain approvals for road development. 1.7 Prepare formal road construction/maintenance plan for approval in line with site procedures and environmental requirements.
2. Implement road construction	2.1 Brief site personnel on road and track design and construction plan. 2.2 Coordinate and schedule personnel, material and equipment required for the construction. 2.3 Plan operational procedures for roads with site personnel in line with design plan and environmental requirements. 2.4 Monitor construction of roads and tracks and report unexpected ground, water, vegetation or other environmental conditions to appropriate personnel. 2.5 Provide technical assistance to site personnel in preparing roads and tracks.
3. Maintain roads	3.1 Assess and record roads and tracks for maintenance and requirements. 3.2 Coordinate personnel, material and equipment required for maintenance, taking seasonal weather conditions into consideration. 3.3 Monitor site environmental conditions and make changes as required. 3.4 Organise maintenance schedule for the site in conjunction with operational personnel. 3.5 Maintain communication with operational staff, clients and contractors throughout maintenance activities to ensure smooth operations.
4. Monitor and review road construction and maintenance	4.1 Develop monitoring schedule in line with organisational policy and environmental requirements. 4.2 Checks that WHS procedures are observed and site environmental conditions are adhered to throughout works. 4.3 Check that performance indicators, targets and specifications are being met and that process or methods are amended as required. 4.4 Analyse data and documentation from construction or maintenance activities and measure performance against the plan.

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	4.5 Prepare recommendations for improvements and further work. 4.6 Record and report on road construction and maintenance process.

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:	• calculate materials required for road construction • estimate time for tasks • manage budgets
Oral communication skills to:	• coordinate personnel and stakeholders
Planning and organising skills to:	• schedule work and meet established timeframes

Range of Conditions

Not Applicable

Unit Mapping Information

FPIFGM5208B Manage road construction and maintenance

Links

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

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Assessment Requirements for FWPFGM5208 Manage road construction and maintenance

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM5208B Manage road construction and maintenance, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures for road construction and maintenance
- plan for the efficient and cost-effective construction of a road
  - manage a road construction team to achieve established outcomes, including:
  - consulting with and obtaining approvals from authorities
  - providing technical assistance
  - co-ordinating and scheduling personnel, materials and equipment
- manage WHS in the course of road construction
- manage the protection of the environment in the course of road construction
- manage contingencies, including weather changes, in the course of road construction
- report on the outcomes of road construction and maintenance.
-

Knowledge Evidence

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

- organisational policies and procedures for managing road construction and maintenance
- environmental risks and hazards associated with road construction
- materials used for road construction and their properties including:

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    - road base
    - gravel
    - crushed rock
    - sand and bluestone
    - cords and pipes for water crossings
- logging operations and log extraction methods
- road construction and maintenance procedures
- principles of road design and development, including:
    - control points
    - required grades
    - water crossing points and structures
- types of tools, plant and equipment used for road construction and procedures for their safe use and maintenance.
-

Assessment Conditions

The following resources must be made available:

- organisational policies and procedures relevant to managing road construction and maintenance
- maps, plans, regulations and other documentation relevant to the construction of a road in a forestry setting
- relevant personnel for the purposes of communicating information

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

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FWPFGM5210 Manage tending operations in a native forest

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM5210A Manage tending operations in a native forest, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to prepare and implement a tending operation within a managed native forest. It includes the conduct of consultative processes, analysis of the effectiveness of the operation, and presentation of findings.

The unit applies to those working in a management role in the forest and wood products industry.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states & territories at the time of publication, and may differ according to jurisdiction

Pre-requisite Unit

Nil

Unit Sector

Forest Growing and Management

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Plan tending operation	1.1 Review native forest plan and organisational objectives relating to tending operations. 1.2 Identify environmental protection requirements for the native forest. 1.3 Review operational requirements for tending the native forest. 1.4 Consult with stakeholders about tending requirements for the native

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	forest. 1.5 Document a tending plan and obtain approvals for implementation.
2. Implement tending plan	2.1 Obtain required resources and authorisations to implement the tending plan. 2.2 Implement emergency treatments and hazard notification procedures. 2.3 Organise site schedule with technical operators. 2.4 Implement tending plan with reference to budget, schedule, performance indicators and objectives.
3. Monitor tending operations	3.1 Obtain data about performance at key milestones or established review periods. 3.2 Check that environmental, WHS, organisational and legislative compliance requirements are met and that documentation is accurate and up-to-date. 3.3 Maintain communication with operations supervisor throughout implementation of the plan. 3.4 Amend tending operation plan to ensure that specifications, quality and performance targets are on track.
4. Review tending operation	4.1 Review outcomes against established objectives. 4.2 Determine operational improvements for the future and formulate recommendations. 4.3 Record and report on tending operations 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.	
Writing skills to:	• develop and document a plan for tending operations
Planning and organising skills to:	• schedule activities to meet established goals and objectives.

Range of Conditions

Not Applicable

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Unit Mapping Information

FPIFGM5210A Manage tending operations in a native forest

Links

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

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Assessment Requirements for FWPFGM5210 Manage tending operations in a native forest

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM5210A Manage tending operations in a native forest, 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures for managing tending operations in a native forest
- identify and obtain applicable licensing or certification requirements for tending operations
- use consultative processes with colleagues and stakeholders to obtain inputs in developing a plan for tending operations
- implement, monitor and review a plan for tending operations for a native forest
- manage tending operations in a native forest to meet established outcomes
- keep accurate records on the tending process and make recommendations for improvements in the tending process.

Knowledge Evidence

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

- environmental protection requirements for a native forest, including:
  - soil disturbance measures
  - retention tree damage
  - fungal hygiene measures
  - identification of habitat trees

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    - chemical handling and application procedures
- organisational policies and procedures for managing tending operations in a native forest that relate to
    - WHS
    - organisational, legislative and environmental regulations, procedures, practices and precautions
    - adherence to site environmental imperatives
    - specifications
    - quality
    - performance targets
- tending operations in a native forest, including the following aspects:
    - the health of the stand
    - productivity and long term sustainability
    - end product mix requirements
    - the management of notifiable weeds
- impact of tending operations on forest productivity
- authorisations relevant to managing tending operations:
    - permits
    - approvals
    - licensing
- biology of relevant forest health problems
- native tree growth and development
- weed species and herbicide interactions
- hydrology and hydrological principles
- plant identification and plant classification
- ecology and ecological interactions
- soil types and structure
- hazards related to managing tending operations:
    - use of chemicals
    - off-site effects
    - tools and equipment
    - dangers to the public
- procedures for recording and reporting workplace information.

Assessment Conditions

The following resources must be made available:

- a native forest area
- relevant personnel for the purposes of communicating information
- documents, spreadsheets and commonly used proforma documents
- requirements, organisational policies and procedures relevant to tending operations.

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

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FWPFGM5211 Coordinate stand nutrition

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM5211A Coordinate stand nutrition, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to plan and monitor the nutrition of a stand of trees.

The unit applies to those in management roles in the forest and wood products industry including Forestry Supervisor, Forestry Manager, Propagation and Stand Health Supervisor.

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 describe the essential outcomes.	*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.*
1. Plan stand nutrition	1.1 Identify site environmental requirements. 1.2 Obtain and analyse relevant information for impacts on stand nutrition planning. 1.3 Select methods of ensuring adequate and appropriate level of stand nutrition. 1.4 Develop and document performance indicators and targets.

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	1.5 Obtain required approvals from relevant authorities. 1.6 Communicate stand nutrition plan and its performance indicators are communicated to appropriate personnel.
2. Implement and monitor stand nutrition plan	2.1 Communicate with operational staff to explain nutrition plan, activities and roles and responsibilities. 2.2 Coordinate resources and maintain documentation for fertiliser applications. 2.3 Monitor the implementation of the nutrition plan and make necessary adjustments. 2.4 Ensure compliance with organisational procedures, quality, WHS, legislative and regulatory requirements. 2.5 Identify and control potential and existing risks and hazards in the work area.
3. Review outcomes of nutrition activities	3.1 Collect data on stand nutrition and review effectiveness of activities. 3.2 Analyse budgets and cost-effectiveness of nutrition program. 3.3 Document outcomes of the nutrition plan against established performance indicators and report to relevant personnel.

Foundation Skills

This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.	
Writing skills to:	• develop and document a plan for tending operations
Planning and organising skills to:	• schedule activities to meet established goals and objectives.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIFGM5211A Coordinate stand nutrition

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Links

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

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Assessment Requirements for FWPFGM5211 Coordinate stand nutrition

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM5211A Coordinate stand nutrition, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures for managing stand nutrition
- develop and implement a plan for stand nutrition that includes:
  - relevant policies and procedures
  - budgets
  - timelines
  - resources (people, materials, equipment)
  - activities and tasks
  - performance indicators
- identify nutritional deficiencies in target species
- recommend suitable strategies to address nutritional deficiencies in target species
- report on the outcomes of a plan for stand nutrition

Knowledge Evidence

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

- environmental protection requirements relating to stand nutrition
- hazards relating to stand nutrition including:
- the use of chemicals and/or biological agents
- infrastructure in the vicinity of the stand, including powerlines

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- organisational policies and procedures for stand nutrition
- fertiliser technology and options for the application of fertiliser
- nutritional requirements of target species
- biology of target species
- hydrology and hydrological principles
- plant identification and classification skills
- ecology and ecological interactions
- soil types and structure
- types of tools and equipment used for ensuring stand nutrition, and procedures for their use, operation and maintenance.

Assessment Conditions

The following resources must be made available:

- relevant organisational procedures, policies and requirements to co-ordinate stand nutrition
- relevant personnel for the purposes of communicating information
- documents, spreadsheets and commonly used proforma documents
- forest area to implement stand nutrition

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

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FWPFGM5212 Manage genetic resources

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM5212A Manage genetic resources, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to manage the propagation process using sexual and asexual methods and tending nursery plants. It includes the propagation methods of seeding, cuttings, grafting, tissue culture and layering.

The unit applies to job roles including Arboriculture Manager, Forest Manager, Forestry Manager, Harvesting Manager, Nursery Manager, Plantation Establishment Manager, Plantation Manager and Production Manager.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication, however reference should be made to the Plant Breeders Rights Act 1994.

Pre-requisite Unit

Nil

Unit Sector

Forest Growing and Management

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Plan propagation	1.1 Review organisational genetic resources policies and procedures in relation to the propagation and tending planning process. 1.2 Select and confirm quantities, timing, provenances, species and desirable characteristics for plants in development.

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	1.3 Document specifications and targets for production quantities, timing, provenances and species. 1.4 Review site environmental protection measures and relevant legislation and regulations.
2. Implement genetic management plan	2.1 Select method of propagation for the target species. 2.2 Obtain permits or licences required for production, collection and management of genetic resources 2.3 Direct operational activities including hygiene, propagation, bed preparation and environmental considerations. 2.4 Schedule and coordinate people, materials, tools and equipment required for propagation. 2.5 Keep nursery staff informed of the plan, propagation methods and tending requirements.
3. Monitor and review genetic resource plan	3.1 Inspect environmental protection measures for propagation, soil and drainage and implement corrections where necessary. 3.2 Maintain communications with staff, clients and contractors about progress of propagation. 3.3 Review propagation methods and implement corrections where necessary 3.4 Record and report on genetic management results, with recommendations for future improvement.

Foundation Skills

This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.	
Writing skills to:	• develop and document a plan for propagation
Planning and organising skills to:	• schedule activities for propagation • coordinate the work of staff.

Range of Conditions

Not Applicable

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Unit Mapping Information

FPIFGM5212A Manage genetic resources

Links

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

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Assessment Requirements for FWPFGM5212 Manage genetic resources

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM5212A Manage genetic resources, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- use propagation techniques including:
  - seeds
  - cuttings
  - grafting
  - tissue cultures
  - layering
- schedule resources, materials and equipment required for propagation
- identify problems in the management of genetic resources and demonstrate appropriate response procedures
- efficiently and safely implement a genetic resource management plan, and organise and obtain required permits or licences
- record and report on genetic resource management.

Knowledge Evidence

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

- organisational policies and procedures, and legislation relevant to processes for managing genetic resources
- genetic resources including sexual and asexual plant species

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- provenance of genetic resources
- characteristics of genetic resources including:
  - growth rate
  - branch angle
  - branch height
  - timber density
- environmental protection requirements for managing genetic resources including:
  - fungal and insect control measures
- and action to limit impacts on:
  - selected forest vegetation
  - habitat
  - soil and water features
- methods of propagation including:
  - seeds
  - cuttings
  - grafting
  - tissue cultures
  - layering
- genetic resources and tending strategies
- regeneration principles and methods
- hydrology and hydrological principles
- plant identification and classification skills
- ecology and ecological interactions
- soil types and structure
- nursery hygiene and sterilisation techniques
- types of tools and equipment used for managing genetic resources, and procedures for their use, operation and maintenance
- procedures for recording and reporting workplace information.
-

Assessment Conditions

The following resources must be made available:

- tools and equipment relevant to the management of genetic resources
- relevant personnel for the purposes of communicating information
- documents, spreadsheets and commonly used proforma documents
- organisational policies and procedures relevant to managing genetic resources
- PPE suitable to manage genetic resources.

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

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

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FWPFGM5213 Coordinate plantation tending operations

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Application

This unit of competency describes the outcomes required to prepare and implement a tending operation in a plantation. It includes the conduct of consultative processes, analysis of the effectiveness of the operation and the presentation of findings.

The unit applies to job roles including Arboriculture Manager, Forest Manager, Forestry Manager, Harvesting Manager, Nursery Manager, Plantation Establishment Manager, Plantation Manager and Production 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

Element *Elements describe the essential outcomes.*	**Performance Criteria** *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.*
1. Plan tending operation	1.1 Review forest plan and organisational objectives relating to tending operations for a plantation.

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	1.2 Identify environmental protection requirements for the plantation. 1.3 Review operational requirements for tending the plantation. 1.4 Consult with stakeholders about tending requirements. 1.5 Document a tending plan and obtain approvals for implementation.
2. Implement tending plan	2.1 Obtain required resources and authorisations to implement the tending plan. 2.2 Implement emergency treatments and hazard notification procedures. 2.3 Organise site schedule with technical operators. 2.4 Implement tending plan with reference to budget, schedule, performance indicators and objectives.
3. Monitor tending operations	3.1 Obtain data about performance at key milestones or established review periods. 3.2 Check that environmental, WHS, organisational and legislative compliance requirements are met and that documentation is accurate and up-to-date. 3.3 Maintain communication with operations supervisor throughout implementation of the plan. 3.4 Amend tending operation plan to ensure that specifications, quality and performance targets are meeting planned requirements.
4. Review tending operation	4.1 Review outcomes against established objectives. 4.2 Determine operational improvements for the future and formulate recommendations. 4.3 Record and report on tending operations 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.	
Writing skills to:	• develop and document a plan for tending operations.
Planning and organising skills to:	• schedule activities to meet established goals and objectives.

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPFGM5213 Coordinate plantation tending operations Release 2	FWPFGM5213 Coordinate plantation tending operations Release 1	Minor typographical errors corrected	Equivalent unit

Links

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

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Assessment Requirements for FWPFGM5213 Coordinate plantation tending operations

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures for managing tending operations in a plantation
- identify and obtain applicable licensing or certification requirements for tending operations
- use consultative processes with colleagues and stakeholders to obtain inputs in developing a plan for tending operations
- develop and implement a plan for tending operations
- manage tending operations to meet established outcomes
- keep accurate records on the tending process and make recommendations for improvements in the tending process.

Knowledge Evidence

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

- environmental protection requirements for a forest including:
  - soil disturbance measures
  - retention tree damage
  - fungal hygiene measures
  - identification of habitat trees
  - chemical handling and application procedures
- organisational policies and procedures for managing tending operations in a forest including

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  - end product requirements
  - stand treatment certification documentation
  - contractual requirements and obligations
  - environmental and public relations imperatives
  - current state of the forest resource
- tending operations that are designed to:
  - maintain the health of the stand
  - improve productivity and long term sustainability
  - the management of notifiable weeds
- impact of tending operations on forest productivity and various end products
- authorisations and permits including:
  - permits
  - approvals
  - licences relating to neighbouring properties

and may relate to:

  - hours of operation
  - use and application of chemicals
  - the environment
- biology of relevant forest health problems
- target species growth and development
- weed species and herbicide interactions
- hydrology and hydrological principles
- plant identification and plant classification
- ecology and ecological interactions
- soil types and structure
- procedures for recording and reporting workplace information.

Assessment Conditions

The following resources must be made available:

- policies and procedures relevant to co-ordinating plantation tending operations
- PPE suitable to coordinate plantation tending operations
- plantation site suitable to coordinate tending operations.

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

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

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FWPFGM5214 Develop a native forest regeneration plan

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM5214A a native forest regeneration plan, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to plan and implement the regeneration or revegetation of an area of native forest for timber production. It includes conducting consultative processes and evaluation of the effectiveness of the regeneration plan against organisational marketing, strategic and business objectives.

The unit applies to job roles including Arboriculture Manager, Forest Manager, Forestry Manager, Harvesting Manager, Nursery Manager, Plantation Establishment Manager, Plantation Manager and Production 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 describe the essential outcomes.	*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.*
1. Prepare regeneration plan	1.1 Analyse requirement for a native forest regeneration plan. 1.2 Review relevant site environmental protection measures, and legislative and regulatory requirements.

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	1.3 Check timeline and budget for regeneration 1.4 Select method of regeneration and trees. 1.5 Consult and obtain input to the plan. 1.6 Seek necessary approvals and obtain in line with site requirements 1.7 Develop a documented plan the native forest regeneration and obtain necessary approvals.
2. Implement regeneration plan	2.1 Obtain required resources and authorisations to implement the native forest regeneration. 2.2 Implement emergency treatments and hazard notification procedures. 2.3 Communicate plan and explain roles and responsibilities to the work team. 2.4 Implement native forest regeneration plan with reference to budget, schedule, performance indicators and objectives.
3. Monitor forest regeneration	3.1 Obtain data about performance at key milestones or established review periods. 3.2 Check that environmental, WHS, organisational and legislative compliance requirements are met and that documentation is accurate and up-to-date. 3.3 Maintain communication with operations supervisor throughout implementation of the plan. 3.4 Amend native forest regeneration plan to ensure that specifications, quality and performance targets are meeting planned requirements.
4. Review forest regeneration	4.1 Review outcomes against established objectives. 4.2 Determine operational improvements for the future and formulate recommendations. 4.3 Record and report on tending operations 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.	
Writing skills to:	• develop and document a plan for tending operations • report on outcomes
Planning and organising skills	• schedule activities to meet established goals and

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to:	objectives.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIFGM5214A Develop a native forest regeneration plan

Links

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

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Assessment Requirements for FWPFGM5214 Develop a native forest regeneration plan

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM5214A Develop a native forest regeneration plan, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:
- plan a native forest regeneration operation with reference to organisational objectives, policies and procedures
- use consultative processes with colleagues and stakeholders to determine performance criteria, specifications and targets
- ensure efficient and safe processes and timelines
- safely implement native forest regeneration activities according to a documented plan and budget, and making adjustments to the plan or operation
- review and analyse operations and outcomes
- use data to document improvements to future operations
- maintain accurate and up-to-date documentation
- prepare a report on costs, processes and analysis of findings on the regeneration operation.

Knowledge Evidence

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

- applicable commonwealth, state or territory legislation, regulations, standards, codes of practice for native forests
- organisational policies and procedures relating to native forest regeneration
- environmental protection requirements for native forests including
  - soil disturbance measures

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    - retention tree damage
    - fungal hygiene measures
    - identification of habitat trees
    - chemical handling and application procedures.
- Authorisations and permits relevant to forest regeneration plans
    - permits
    - approvals
    - licences relating to neighbouring properties
- and may relate to:
    - hours of operation
    - use and application of chemicals
    - the environment
- methods of regeneration including
    - prescription burning
    - infill planting to support directional natural regeneration
    - pathways
    - direct seeding
    - crop tree retention
- consultation aspects and stakeholders that are relevant to native forest regeneration plans including
    - clients
    - neighbours
    - relevant groups/bodies
    - local, State and federal government bodies and agencies
    - local interest/lobby groups
    - friends' groups
    - representatives of industry bodies
- biology of the target species
- hydrology and hydrological principles
- plant identification and classification skills
- ecology and ecological interactions
- seed collecting and distribution seasons for the target species
- organisational marketing, business and strategic plans
- original and potential ecosystems for the target area
- common diseases, pests and nutritional deficiencies
- soil types and structure
- procedures for recording workplace information.

Assessment Conditions

The following resources must be made available:

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- organisational policies and procedures relevant to forest regeneration
- a suitable forest area from which to develop a forest regeneration plan
- PPE suitable to develop a forest regeneration plan
- relevant personnel for the purposes of communicating information

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

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FWPFGM5215 Breed Trees

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM5215A Breed trees, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to improve yield through improved tree breeding. It includes conducting consultative processes and monitoring and analysis of the effectiveness of the breeding.

The unit applies to job roles including Arboriculture Manager, Forest Manager, Forestry Manager, Harvesting Manager, Nursery Manager, Plantation Establishment Manager, Plantation Manager and Production 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 describe the essential outcomes.	*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.*
1. Plan tree breeding	1.1 Analyse requirement for tree breeding. 1.2 Review relevant site environmental protection measures, and legislative and regulatory requirements. 1.3 Check timeline and budget for breeding.

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	1.4 Identify desirable breeding characteristics for the breeding plan 1.5 Select appropriate reproduction techniques to optimise propagation of the trees 1.6 Consult and obtain input to inform the breeding plan. 1.7 Develop a documented breeding plan and obtain necessary approvals.
2. Implement breeding operation	2.1 Obtain required resources and authorisations to implement breeding operation. 2.2 Implement emergency treatments and hazard notification procedures. 2.3 Communicate plan and explain roles and responsibilities to the work team. 2.4 Implement breeding plan with reference to budget, schedule, performance indicators and objectives.
3. Monitor tree breeding	3.1 Obtain data about performance at key milestones or established review periods. 3.2 Check that environmental, WHS, organisational and legislative compliance requirements are met and that documentation is accurate and up-to-date. 3.3 Maintain communication with operations supervisor throughout implementation of the plan. 3.4 Amend breeding plan to ensure that specifications, quality and performance targets are meeting planned requirements.
4. Review tree breeding	4.1 Review outcomes against established objectives. 4.2 Determine operational improvements for the future and formulate recommendations. 4.3 Record and report on tree breeding 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.	
Writing skills to:	• develop and document a plan for tree breeding • report on outcomes
Planning and organising skills to:	• schedule activities to meet established goals and objectives.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPIFGM5215A Breed trees

Links

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

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Assessment Requirements for FWPFGM5215 Breed Trees

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM5215A Breed trees, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to breeding trees
- plan a tree breeding operation using consultative processes with colleagues and stakeholders to obtain inputs
- ensure efficient and safe processes in tree breeding and that established timelines are met
- implement a tree breeding operation according to a documented plan and budget, and make adjustments to plan or operation
- review and analyse data on breeding operation and use findings to document improvements to future operations
- prepare and present a report on tree breeding outcomes including costs, processes and analysing findings of the breeding operation.

Knowledge Evidence

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

- applicable commonwealth, state or territory legislation, regulations, standards and codes of practice for breeding trees
- environmental protection requirements for breeding trees including:
  - soil disturbance measures
  - retention tree damage
  - fungal hygiene measures
  - identification of habitat trees

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    - chemical handling and application procedures
- organisational policies and procedures for breeding trees
- tree breeding data collection and analysis methods
- tree breeding characteristics including:
    - growth rate
    - tree form
    - branch angle
    - fibre length
    - fibre orientation
    - extractive content
    - salt tolerance
    - drought tolerance
    - density
- flowering times for target species
- reproduction techniques for target species including:
    - self and cross pollination
    - cuttings
    - grafting
    - layering
    - stolons
    - suckers
    - pollination techniques
- desirable features for selection of breeding stock
- genetic characteristics of target species
- hydrology and hydrological principles
- plant identification and classification skills
- ecology and ecological interactions
- soil types and structure
- authorisations and permits relevant to breeding trees including:
    - permits
    - approvals
    - licences relating to neighbouring properties
- and may relate to:
    - hours of operation
    - use and application of chemicals
    - the environment
- resources required to implement breeding operations
- procedures for recording and reporting workplace records and information.

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Assessment Conditions

The following resources must be made available:

- organisational policies and procedures relevant to breeding trees
- selection of trees suitable for breeding operations
- ***resources relevant to implementing*** breeding operations
- PPE suitable to breed trees

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

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FWPFGM5216 Manage coupe planning

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM5216A Manage coupe planning, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to manage the planning of forest coupe establishment, harvesting and regeneration.

The unit applies to job roles including Arboriculture Manager, Forest Manager, Forestry Manager, Harvesting Manager, Nursery Manager, Plantation Establishment Manager, Plantation Manager and Production Manager.

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

There may be Codes of Practice applicable to coupe planning in some areas and for some forest types.

Pre-requisite Unit

Nil

Unit Sector

Forest Growing and Management

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Plan coupe establishment	1.1 Establish local authority coverage, land ownership and boundaries. 1.2 Check coupe location including map and grid references.

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	1.3 Identify and apply for land use zoning and planning permits.
2. Plan coupe harvesting	2.1 Analyse forest type, available species and topography and document in line site procedures. 2.2 Calculate gross area of coupe and net area to be harvested. 2.3 Calculate and report volume estimates. 2.4 Plan operational activities including site preparation, environmental considerations and access. 2.5 Issue tenders and award harvesting and cartage contracts and establish cartage routes. 2.6 Develop, check and communicate schedule for harvesting.
3. Plan coupe regeneration	3.1 Select regeneration method best suited to the site conditions 3.2 Plan and instigate environmental protection measures for the landscape, soil and drainage. 3.3 Create and schedule seeding process or seedling planting regime 3.4 Plan and schedule silviculture systems. 3.5 Record and report management of coupe planning 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.	
Planning and organising skills to:	• schedule activities to meet established goals and objectives.
Writing skills to:	• develop and document a plans for coupe establishment, harvesting and regeneration • report on outcomes.
Numeracy skills to:	• calculate length, width area and volume in relation to coupe

Range of Conditions

Not Applicable

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Unit Mapping Information

FPIFGM5216A Manage coupe planning

Links

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

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Assessment Requirements for FWPFGM5216 Manage coupe planning

Modification History

Release	Comment
1	Replaces equivalent unit FPIFGM5216A Manage coupe planning, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to managing coupe planning
- plan for the establishment, harvest and regeneration of forest coupes
- select regeneration methods, create and schedule seeding processes or seedling regimes, and plan silviculture systems
- communicate effectively with the work team
- record and report workplace information, maintain documentation
- read and interpret maps
- estimate and calculate volume, gross and net areas
- manage risks and contingencies
- report on the outcomes of coupe planning

Knowledge Evidence

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

- environmental protection requirements relevant to coupe planning including limiting impact on:
  - selected forest vegetation
  - fauna
  - habitat

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  - soil and water features
- organisational policies and procedures for managing coupe planning
- coupe establishment and planning methods
- harvesting methodologies
- regeneration principles and methods
- hydrology and hydrological principles
- plant identification and classification skills
- ecology and ecological interactions
- soil types and structure
- types of tools and equipment, and procedures for their use, operation and maintenance, for coupe planning
- procedures for recording and reporting workplace information.

Assessment Conditions

The following resources must be made available:

- organisational policies and procedures relevant to coupe planning
- relevant personnel for the purposes of communicating information
- documents, spreadsheets and commonly used proforma documents
- PPE suitable to managing coupe planning
- a suitable forest area.

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

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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**
Elements describe the	*Performance criteria describe the performance needed to demonstrate*

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ELEMENTS *essential outcomes.*	**PERFORMANCE CRITERIA** *achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.*
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

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:	• Hold high-level consultative discussions to generate ideas for and negotiate content of promotional programs.

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Reading skills to:	• Interpret complex information in a range of internal and external source documents to evaluate and establish target markets.
Writing skills to:	• Develop and document comprehensive program plans. • Report on effectiveness of programs and potential improvements including rationale for recommendations.
Planning and organising skills to:	• 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:	• Calculate promotional costs • Develop timelines and budgets
Technology skills to:	• 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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for 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. Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including 'Required Skills and Knowledge, Evidence Guide and Range Statement'.

Performance Evidence

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

- Develop 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

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  - 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

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

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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	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*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.*

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ELEMENTS	PERFORMANCE CRITERIA
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. 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

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ELEMENTS	PERFORMANCE CRITERIA
	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:	• 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:	• Interpret complex information in a range of internal and external source documents to plan for sampling activities.
Oral communication skills to:	• Hold high-level consultative discussions to generate ideas for and negotiate purpose, objectives and scope of sampling program.
Writing skills to:	• 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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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

Modification History

elease	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. 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:

- 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.

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- 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.

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Links

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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	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*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.*

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ELEMENTS	PERFORMANCE CRITERIA
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 facility	4.1 Develop construction plan in line with accepted design principles. 4.2 Evaluate internal resource abilities and determine requirement for external expertise. 4.3 Record material, resource and supply provision requirements based on construction plan. 4.4 Estimate labour requirements based on work plans and

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ELEMENTS	PERFORMANCE CRITERIA
	schedules. 4.5 Calculate operating expense budget, indicating input and output costs applicable to proposed facility.

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:	• 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:	• Hold high-level consultative discussions to generate ideas for and negotiate requirements for bio-char storage systems.
Reading skills to:	• Interpret complex information in a range of internal and external source documents to evaluate and establish bio-char storage system feasibility.
Writing skills to:	• 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:	• 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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for 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. 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:

- 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.

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- 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.

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

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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 *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Conduct risk assessment	1.1 Research and analyse sustainable tree management

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ELEMENTS	PERFORMANCE CRITERIA
for managing tree inventory	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 plan	5.1 Collect, analyse and store data about tree inventory in line with organisational procedures. 5.2 Identify and investigate variations in tree inventory outcomes and objectives. 5.3 Consult appropriate stakeholders on variation between desired results and actual outcomes. 5.4 Evaluate outcomes and processes against tree inventory plan.

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ELEMENTS	PERFORMANCE CRITERIA
	5.5 Prepare recommendations for future plans based on consultation and analysis.

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:	• Analyse complex numerical data involving areas, ratios, percentages, volumes, lengths and diameters.
Oral communication skills to:	• Hold high-level consultative discussions to generate ideas for and negotiate content of tree inventory plans.
Reading skills to:	• Interpret complex information in a range of source documents to research and develop tree inventory plans.
Writing skills to:	• 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:	• 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:	• Use a computer, keyboard and software to prepare plans and reports.

Unit Mapping Information

FPIFGM6203 Manage sustainable tree inventory

Links

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

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Assessment Requirements for FWPFGM6203 Manage sustainable tree inventory

Modification History

elease	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. Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including 'Required Skills and Knowledge, Evidence Guide and Range Statement'.

Performance Evidence

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

- Develop 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.

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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

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  - 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

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

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FWPHAR2203 Hook up felled logs using cables (choker)

Modification History

Release	Comment
1	Replaces equivalent unit FPIHAR2203B Hook up felled logs using cables (choker), which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to fasten choker cables around logs for yarding from the cutting area to the landing, and to assist with line shifts. Work is completed in a forest or forest farm setting.

The unit applies to choker setters in a forest or forest farm environment.

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

Pre-requisite Unit

Nil

Unit Sector

Harvesting and Haulage

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for choker setter operations	1.1 Review work order and where required check with appropriate personnel. 1.2 Identify type and quantity of logs to be extracted and assess area for

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	safety and environmental protection practices. 1.3 Select appropriate personal protective and other equipment and check for operational effectiveness. 1.4 Plan choker setter and cable operations in line with work order.
2. Hook up logs	2.1 Identify audible or visual signal system to be used. 2.2 Select specific logs for next return prior to return of butt rigging in line with planned operations 2.3 Assess position of logs to be extracted in line with haul line, hook up point and likely movement. 2.4 Monitor stability of logs to be extracted and take precautions against movement in line with logging code of practice. 2.5 Direct and control positioning of butt rigging using signals and strawlines to facilitate planned hook ups. 2.6 Pull out slack for chokers and grapple ropes to allow safe hook up. 2.7 Set chokers or grapples close to end of logs. 2.8 Vacate area surrounding logs prior to signalling extraction. 2.9 Record and report hook up process and equipment faults to rigging slinger.
3. Assist with line shifts	3.1 Clear all logs to be hauled with existing line position before line shift is initiated. 3.2 Notch stumps in line with code requirements and rigging method to be used. 3.3 Pull slack on all lines prior to release of existing rigging. 3.4 Dismantle rigging components on existing line, check and set up on new line. 3.5 Move obstructions which may cause binding or damage during hauling. 3.6 Assist rigging slinger to rig spars, tail trees and intermediate supports.

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:	• complete routine calculations to determine lift capacity for rigging.

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Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders • provide clear, unambiguous verbal and non-verbal haul signals.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders.

Writing skills to:	• complete accurate basic records for hook-up process and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation for and extraction of logs using work order to guide activities

Range of Conditions

Not Applicable

Unit Mapping Information

FPIHAR2203B Hook up felled logs using cables (choker)

Links

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

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Assessment Requirements for FWPHAR2203 Hook up felled logs using cables (choker)

Modification History

Release	Comment
1	Replaces equivalent unit FPIHAR2203B Hook up felled logs using cables (choker), which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- safely and efficiently hook-up felled logs in line with work orders for recovery operations
- hook-up logs in varied weather conditions
- operate cable systems for felled logs including:
  - high lead (no skyline)
  - standing skyline
  - running skyline
- assist in shifting lines in line with the rigging slinger’s instructions

Knowledge Evidence

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

- content and application of applicable state or territory code of practice relevant to log recovery activities
- environmental protection practices for forest and forest farm settings:
  - safe disposal of waste material
  - cleaning of plant, tools and equipment
- key features of these varying environmental conditions and effects on log recovery:
  - fallen trees
  - general forest lean

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    - ground growth
    - ground hazards and obstacles
    - ground slope
    - density of trees
    - wet and adverse weather conditions
    - wind speed and direction
- characteristics of trees and logs can impact on hooking up felled logs with cables
- techniques used by choker setters in the log recovery process:
    - log hook-up methods
    - cable logging techniques
    - rigging techniques
- key features of these varying signal systems used for log recovery activities:
    - talk-e-tooter signals
    - two-way radio
    - visual signals
    - whistle signals
- typical industry chain of command for communication of log extraction signals
- purpose, features and operation of cable logging system components:
    - rigging components
    - cable systems:
- high lead (no skyline)
- standing skyline
- running skyline
- organisational procedures specific to log recovery activities:
    - workplace health and safety with particular emphasis on use of equipment
    - communication reporting lines
    - recording and reporting hook-up process and equipment faults.

Assessment Conditions

The following resources must be made available:

- cable systems:
    - high lead (no skyline)
    - standing skyline
    - running skyline
- yarder and anchors
- rigging equipment for log recovery:
    - blocks
    - bridling
    - butt rigging

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  - chokers and grapple ropes
  - intermediate supports
  - lines
  - mobile tail anchors
  - pins
  - ropes
  - shackles
  - sheaves
  - spars
  - straps
  - strawlines
  - tail rope
- signal system equipment
- personal protective equipment suitable for log recovery activities
- work order with specific instructions for log recovery activities
- template documents for recording hook-up process and equipment faults
- relevant personnel for the purposes of communicating information
- organisational procedures for log recovery 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.

Links

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

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FWPHAR2204 Perform landing duties (chaser)

Modification History

Release	Comment
1	Replaces equivalent unit FPIHAR2204B Perform landing duties (chaser), which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to direct the placement of logs brought to the landing by cable operations, and unhook the logs from chokers. Work is completed in a forest or forest farm setting and includes assisting with line shifts.

The unit applies to chaser operators in a harvesting environment.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction.

Pre-requisite Unit

Nil

Unit Sector

Harvesting and Haulage

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for chaser operations	1.1 Review work order and where required check with appropriate personnel. 1.2 Identify type and quantity of logs to be extracted and assess area for safety and environmental protection practices. 1.3 Select appropriate personal protective and other equipment and check for operational effectiveness.

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	1.4 Plan chaser and cable operations in line with work order.
2. Land and unhook logs	2.1 Identify audible or visual signal system to be used. 2.2 Monitor logs entering landing area and assist yarder to place them using signals in line with cable logging code of practice. 2.3 Check that logs have at least two thirds of their length on the landing before release. 2.4 Check stability of logs and adjust when chokers or grapple ropes are slackened. 2.5 Remove chokers or grapples, coil strawlines and check and adjust butt rigging in line with directions from yarder operator. 2.6 Maintain landing area to enable safe and clear log, equipment and personnel movement. 2.7 Record and report chaser process and equipment faults to yarder.
3. Assist with line shifts	3.1 Clear all logs to be hauled with existing line position before line shift is initiated. 3.2 Notch stumps in line with code requirements and rigging method to be used. 3.3 Pull slack on all lines prior to release of existing rigging. 3.4 Dismantle rigging components on existing line, check and set up on new line. 3.5 Move obstructions which may cause binding or damage during hauling. 3.6 Assist rigging slinger to rig spars, tail trees and intermediate supports.

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:	• estimate length of logs for safe landing.
Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders • provide clear, unambiguous verbal and non-verbal haul signals.
Reading skills to:	• interpret: • workplace health and safety and other organisational procedures

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	• work orders.
Writing skills to:	• complete accurate basic records for chaser process and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation for and landing of logs using work order to guide activities

Range of Conditions

Not Applicable

Unit Mapping Information

FPIHAR2204B Perform landing duties (chaser)

Links

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

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Assessment Requirements for FWPHAR2204 Perform landing duties (chaser)

Modification History

Release	Comment
1	Replaces equivalent unit FPIHAR2204B Perform landing duties (chaser), which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- safely and efficiently direct the landing of logs and unhook logs in line with work orders for recovery operations
- direct landing and unhook logs in varied weather conditions:
  - dry weather condition
  - wet weather condition
  - low and moderate wind speeds
- across landing sites, work with cable systems including:
  - high lead (no skyline)
  - standing skyline
  - running skyline
- assist in shifting lines for movements according to the rigging slinger’s instructions.
-

Knowledge Evidence

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

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- content and application of applicable state or territory code of practice relevant to log recovery activities
- environmental protection practices for forest and forest farm settings:
  - safe disposal of waste material
  - cleaning of plant, tools and equipment
- key features of varying environmental conditions and effects on log recovery:
  - fallen trees
  - general forest lean
  - ground growth
  - ground hazards and obstacles
  - ground slope
  - density of trees
  - wet and adverse weather conditions
  - wind speed and direction
- characteristics of trees and logs that affect chaser operations in a harvesting environment
- techniques used by chasers in the log recovery process:
  - landing and unhooking logs at the landing site
  - rigging techniques
- key features of these varying signal systems used for log recovery activities:
  - talk-e-tooter signals
  - two-way radio
  - visual signals
  - whistle signals
- typical industry chain of command for communication of log extraction signals
- purpose, features and operation of cable logging system components:
  - rigging components
  - cable systems:
    - high lead (no skyline)
    - standing skyline
    - running skyline
- organisational procedures specific to log recovery activities:
- workplace health and safety with particular emphasis on use of equipment
  - communication reporting lines
  - recording and reporting chaser process and equipment faults.
  -

Assessment Conditions

The following resources must be made available:

- cable systems:
  - high lead (no skyline)

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  - standing skyline
  - running skyline
- yarder and anchors
- rigging equipment for log recovery:
  - blocks
  - bridling
  - butt rigging
  - chokers and grapple ropes
  - intermediate supports
  - lines
  - mobile tail anchors
  - pins
  - ropes
  - shackles
  - sheaves
  - spars
  - straps
  - strawlines
  - tail rope
- signal system equipment
- personal protective equipment suitable to land and unhook logs
- work order with specific instructions for log recovery activities
- applicable state or territory logging code of practice
- template documents for recording chaser process and equipment faults
- relevant personnel for the purposes of communicating information
- organisational procedures for log recovery 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.
-

Links

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

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FWPHAR2205 Conduct mobile splitting operations

Modification History

Release	Comment
1	Replaces equivalent unit FPIHAR2205B Conduct mobile splitting operations, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to operate a mobile hydraulic splitting unit to split timber for use in rural settings or to produce firewood.

The unit applies to those conducting mobile splitting operations in a forest or farm forest setting.

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

Pre-requisite Unit

Nil

Unit Sector

Harvesting and Haulage.

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for splitting.	1.1 Review and check work order with appropriate personnel. 1.2 Wear personal protective equipment (PPE). 1.3 Identify hazards and assess and control risk in the work area, in line with workplace requirements. 1.4 Select and inspect equipment for operational effectiveness in line

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	with manufacturer's recommendations. 1.5 Identify type and quantity of timber blocks to be split. 1.6 Position, secure and adjust hydraulic splitter in line with site procedures.
2. Split timber and record data.	2.1 Select and test vertical or horizontal splitting operations. 2.2 Ensure splitter is kept clear of timber shards and debris. 2.3 Position and secure timber blocks pre-cut to fit within the hydraulic splitter. 2.4 Split timber into sizes which suit standard fireplaces, in line with safe work procedure. 2.5 Stack or load split timber for transportation. 2.6 Set aside split timber that does not meet size requirements for recycling or re-use in line with site procedures. 2.7 Record and report splitting process and equipment faults to appropriate personnel, in line with site procedures.
3. Perform operator maintenance.	3.1 Perform equipment lock-out procedure in line with work health and safety (WHS) requirements and site procedures. 3.2 Check splitter for blunt or damaged condition in line with site procedures. 3.3 Remove, maintain, adjust or replace components, in line with manufacturer recommendations.

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:	• count blocks to be split • position timber blocks • estimate timber sizes and lengths.
Reading skills to:	• interpet safety information • analyse a work order.
Writing skills to:	• record information, including lockout information, faults, log sheet data.
Technology skills to:	• operate and maintain a mobile hydraulic splitter.
Problem solving skills to:	• respond appropriately to faults, problems, hazards and risks • constantly monitor the work environment for emerging or

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	changing hazards and risks.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIHAR2205B Conduct mobile splitting operations

Links

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

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Assessment Requirements for FWPHAR2205 Conduct mobile splitting operations

Modification History

Release	Comment
1	Replaces equivalent unit FPIHAR2205B Conduct mobile splitting operations, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- set up and adjust a mobile hydraulic splitter for splitting operations in line with work order requirements, manufacturer recommendations and site procedures
- split timber using a mobile hydraulic splitter in line with safe work procedures
- dispose of discarded timber following site procedures for recycling or re-use
- record and report timber splitting process and equipment faults according to site procedures
- perform operator maintenance on a hydraulic splitter, including lockout procedure
- respond to a forest fire emergency according to site requirements
- identify hazards and assess and control risk in the work area according to workplace requirements:
  - preparation for emergency (forest fire, accident)
  - fatigue
  - adverse weather conditions.

Knowledge Evidence

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

- procedures for emergency response to forest fire

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- safe work procedures for conducting mobile splitting operations
- environmental protection requirements including re-use, recycling or safe disposal of waste material
- procedures for hazard identification and risk assessment and control in the work area, involving hazards and risks in mobile splitting operations
- procedures for recording and reporting timber splitting process and equipment faults
- operator maintenance on mobile hydraulic splitter and lockout procedures.

Assessment Conditions

The following resources must be made available:

- mobile hydraulic splitter, pre-cut timber blocks, log book
- work order
- personal protective equipment for conducting mobile splitting operations:
  - safety helmet
  - safety gloves
  - protective footwear
  - eye protection
  - hearing protection
  - high visibility clothing
  - leg protection (trousers or chaps)
  - respiratory protection
- relevant personnel for the purposes of communicating information

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

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FWPHAR2206 Operate a mobile chipper/mulcher

Modification History

Release	Comment
1	Replaces equivalent unit FPIHAR2206B Operate a mobile chipper/mulcher, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to operate a mobile chipping or mulching unit to chip or mulch timber refuse such as branches and other timber waste left after felling operations. Work is completed in a forest or forest farm setting.

The unit applies to those who operate a mobile chipping or mulching unit in a forest environment.

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

Pre-requisite Unit

Nil

Unit Sector

Harvesting and Haulage

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for mobile chipping or mulching.	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate personal protective and other equipment and check for operational effectiveness. 1.3 Identify type and quantity of timber refuse to be chipped or

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	mulched. 1.4 Plan chipping or mulching activities in line with work order.
2. Chip or mulch timber refuse	2.1 Reject timber refuse assessed as unsuitable for chipping or mulching and dispose of or recycle in line with environmental protection practices. 2.2 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection requirements. 2.3 Position, secure and set up chipping and mulching unit in line with manufacturer's specifications and required size. 2.4 Direct timber refuse into chipper or mulcher at rate applicable to machine capacity. 2.5 Chip timber refuse to chip sizes specified in work order. 2.6 Respond to critical situations requiring emergency shutdown to prevent personal injury or damage to machine or product.
3. Complete operator maintenance.	3.1 Follow organisational safety procedures to lock out equipment. 3.2 Check cutters for wear and damage at appropriate or recommended intervals. 3.3 Remove, replace and dispose of cutters in line with manufacturer's recommendations, s ite procedures and environmental protection practices. 3.4 Complete operator maintenance tasks in line with manufacturer's recommendations and site procedures. 3.5 Record and report production outcomes and equipment faults 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.	
Numeracy skills to:	• identify quantities of required material within work orders • read basic numerical machine settings and choose according to chip size • complete routine production records involving quantities tallied against orders.
Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders.

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Reading skills to:	• interpret workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' instructions and maintenance recommendations.

Writing skills to:	• complete accurate basic records for production outcomes and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and processing activities using work order to guide activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIHAR2206B Operate a mobile chipper/mulcher

Links

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

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Assessment Requirements for FWPHAR2206 Operate a mobile chipper/mulcher

Modification History

Release	Comment
1	Replaces equivalent unit FPIHAR2206B Operate a mobile chipper/mulcher, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- complete chipping and mulching jobs in line with individual work orders which prescribe different quantities of timber refuse and different chip sizes
- complete operator maintenance, including fuelling, safety checks, cleaning, lubricating, operational adjustments, cutter inspection, removal, disposal and replacement to manufacturer recommendations and site procedures.
-

Knowledge Evidence

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

- environmental protection practices for forest and forest farm settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing timber
- types of timber refuse suitable and unsuitable for chipping and mulching
- purpose, features and operation of mobile chipping and mulching units
- capacity of chippers and mulchers to cope with differing sizes and diameters of branch
- feed rates at which waste is fed into chippers and mulchers to optimise output without damaging or blocking machinery
- methods for checking cutting blade condition

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- operator maintenance procedures including for fuelling, safety checks, cleaning, lubricating, operational adjustments, cutter inspection, removal, disposal and replacement
- common hazards associated with chipping and mulching operations and methods to minimise associated risks
- organisational procedures specific to chipping and mulching timber refuse:
  - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
  - communication reporting lines
  - recording and reporting production outcomes and equipment faults.
  -

Assessment Conditions

The following resources must be made available:

- mobile chipping and mulching units feeding into a truck or other form of transportation:
  - truck mounted
  - trailer mounted
- tools and consumables for operator maintenance
- tools and equipment for removing and replacing cutters
- consumable cutters
- personal protective equipment suitable for chipping and mulching timber refuse
- timber refuse for processing
- manufacturers':
  - instructions for equipment use
  - recommendations for operator maintenance
- work order with specific instructions for chipping or mulching timber refuse
- template documents for recording production outcomes and equipment faults
- relevant personnel for the purposes of communicating information
- organisational procedures for chipping and mulching timber refuse.

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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FWPHAR2207 Trim and cut harvested trees

Modification History

Release	Comment
1	Replaces equivalent FPIHAR2207A Trim and cut harvested trees, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to trim and cut harvested (felled) trees with a chainsaw for commercial production. Work is completed in a a forest or forest farm setting and includes operator maintenance.

The unit applies to Forestry Worker, Chainsaw Operator, Arboriculture Technician, Farm Forestry Worker, Plantation Forest 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

Harvesting and Haulage

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for trimming and cutting	1.1 Identify site environmental protection measures and adhere to in line with relevant legislation and regulations 1.2 Review work order and where required check with appropriate personnel.

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	1.3 Select appropriate personal protective and other equipment and check for operational effectiveness, including pre-start checks. 1.4 Plan trimming and cutting activities in line with work order and environmental conditions.
2. Visually assess trees and suitability for cutting.	2.1 Assess tree location and stability for conditions likely to affect safety of trimming and cutting activities. 2.2 Visually assess trees for defects, grades and recovery status. 2.3 Assess trees for extraction and suitable transport method. 2.4 Mark trees too dangerous to cut safely and refer to appropriate personnel.
3. Plan cutting.	3.1 Move or stabilise tree for safe cutting in line with site procedures. 3.2 Select cutting pattern to optimise time, volume recovery and quality. 3.3 Plan cutting sequence to maintain control of cut sections and minimise cutting problems. 3.4 Select, measure and mark cutting positions in line with work requirements and industry standard lengths. 3.5 Clear debris from work area to allow safe access and prevent saw damage and personal injury.
4. Use chainsaw to trim and cut trees	4.1 Monitor location and movement of other personnel and modify work to ensure safety. 4.2 Secure tree section on each side of planned cut; evaluate and control potential movement. 4.3 Operate saw to cut tree and adjust cutting technique in response to movement and condition of tree. 4.4 Complete cut once started and minimise capping and splitting. 4.5 Square cut butts, trim accessible branches and knots and remove head of tree. 4.6 Prepare logs for extraction in line with organisational requirements.
5. Complete operator maintenance	5.1 Inspect equipment on completion of trimming and cutting activities. 5.2 Follow organisational safety procedures to lock out equipment. 5.3 Check chain for bluntness or damage. 5.4 Remove, sharpen, adjust and replace chain and other components in line with manufacturer's recommendations. 5.5 Record and report production outcomes, equipment faults and

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	maintenance requirements 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.	
Numeracy skills to:	• estimate felled tree dimensions, including length, diameter and volume • plan time efficient cutting patterns and sequences • complete routine calculations and report on size, length, diameter and grade of cut trees.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work plans
Reading skills to:	• interpret: • workplace health and safety and other organisational procedures • work orders • manufacturers' maintenance recommendations.
Writing skills to:	• complete accurate basic records for tree trimming and cutting process, equipment faults and maintenance requirements.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation for and cutting of trees using work order to guide activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIHAR2207A Trim and cut harvested trees

Links

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

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Assessment Requirements for FWPHAR2207 Trim and cut harvested trees

Modification History

Release	Comment
1	Replaces equivalent unit FPIHAR2207A Trim and cut harvested trees, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to trimming and cutting harvested trees
- effectively communicate and work safely
- safely and efficiently use a chainsaw to complete these activities:
  - trim and cut hardwood or softwood trees
  - delimb trees
  - trim branches
  - trim burls and other small growths
- use these cutting techniques:
  - bridging cuts
  - swinging cuts
  - side bind cuts
  - boring
  - wedge cut
  - use of wedges
- trim and cut trees in these environmental conditions:
  - dry weather condition
  - wet weather condition

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    - low and moderate wind speeds
- complete maintenance on a chainsaw.

Knowledge Evidence

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

- purpose, features, operation and basic non-specialist repair and maintenance of chainsaws including:
    - pre-start up checks
    - inspection, identification and replacement of bar, chain and drive sprockets
    - chain sharpening
    - bar oil checks and top-up
    - aor filter, check, clean and replacement
    - refuelling
- range of chainsaw cutting techniques including:
    - bridging cuts
    - swinging cuts
    - side bind cuts
    - delimbing
    - boring
    - wedge cut
- use of wedges
- cutting patterns used to to optimise time and recovery of product from trees
- cutting sequences used to maintain control of cut sections and minimise cutting problems
- key features of these varying environmental conditions and effects on tree cutting and trimming activities:
    - general forest lean
    - ground growth
    - ground hazards and obstacles
    - ground slope
    - gullies
    - presence and density of seed and habitat trees
    - water courses
    - wet and adverse weather conditions
    - wind speed and direction
- typical tree defects and how these affect tree cutting activities and quality of finished product:
    - shakes
    - insect defects
    - knots and resin pockets
    - pipe

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  - lumps
  - bumps
  - drysides
- range of industry standard:
  - lengths and tolerances and applicable terminology
  - grades for log and applicable terminology
- methods for assessing chain condition
- organisational policies and procedures specific to tree trimming and cutting activities:
  - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
  - communication reporting lines
  - recording and reporting production outcomes, equipment faults and maintenance requirements
- environmental protection practices for forest and farm forest settings:
  - soil and water protection
  - action to limit the impact to ground growth, canopy, density of trees
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing timber and other waste

Assessment Conditions

The following resources must be made available:

- chainsaws
- chainsaw fuel and oil containers
- hardwood or softwood trees for cutting
- hammer
- axe
- wedges
- cant hook or breaking bar
- tool belt
- loggers tape
- maintenance tools and equipment for chainsaws
- personal protective equipment suitable for cutting trees and maintaining chainsaws
- manufacturers' instructions for use and maintenance of equipment
- work order with specific instructions for tree cutting activities
- template reports for recording tree cutting outcomes, equipment faults and maintenance requirements
- organisational policies and procedures for tree trimming and cutting activities.

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

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

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FWPHAR3201 Monitor log recovery (rigging slinger)

Modification History

Release	Comment
1	Replaces equivalent unit FPIHAR3201B Monitor log recovery (rigging slinger), which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to plan for and navigate the extraction or breakout of logs to the landing in a forest or forest farm setting. It requires the ability to direct choker setters, transmit signals to the yarder operator and assist with line shifts for cable logging operations.

The unit applies to job roles for monitoring log recovery including Rigging Slinger.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states & territories at the time of publication, and may differ according to jurisdiction.

Pre-requisite Unit

Nil

Unit Sector

Harvesting and Haulage

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*

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1. Prepare for rigging slinger operations	1.1 Review work plan and check where required with appropriate personnel. 1.2 Identify type and quantity of logs to be extracted and assess for safety and environmental protection practices. 1.3 Select appropriate equipment and check for operational effectiveness in line with manufacturer's recommendations. 1.4 Plan cable operation activities in line with work order.
2. Plan breakout	2.1 Plan and complete breakout operations in line with environmental conditions and workplace health and safety (WHS) procedures. 2.2 Identify audible or visual signal system to be used. 2.3 Assess site, rigged cable system and landing for slope, haul line, backline, lift capacity and landing chute. 2.4 Identify obstacles to extraction operations and develop avoidance plan. 2.5 Identify logs to be recovered with current and future haul lines. 2.6 Assess information to plan extraction pattern for typical number and size of logs to be hauled. 2.7 Plan line shifts during hauling; establish and prepare future rigging points and rigging.
3. Direct hook up of logs	3.1 Select specific logs for next turn prior to return of butt rigging in line with planned operation. 3.2 Assess stability of logs to be extracted and take precautions against movement in line with code of practice. 3.3 Direct choker setters to prepare and hook up logs ready for extraction. 3.4 Give haul signals, in line with code of practice, when all persons are clear from logs and bight of ropes. 3.5 Monitor log movement and stop for corrective action when difficulties occur. 3.6 Maintain control of movement using signalling systems until payload is in clear sight of yarder operator. 3.7 Record and report breakout process and equipment faults in line with site procedures.

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4. Assist with line shifts	4.1 Select specific logs for next turn prior to return of butt rigging in line with planned operation. 4.2 Assess stability of logs to be extracted and take precautions against movement in line with code of practice. 4.3 Direct choker setters to prepare and hook up logs ready for extraction. 4.4 Give haul signals, in line with code of practice, when all persons are clear from logs and bight of ropes. 4.5 Monitor log movement and stop for corrective action when difficulties occur. 4.6 Maintain control of movement using signalling systems until payload is in clear sight of yarder operator. 4.7 Record and report breakout process and equipment faults in line with site procedures.

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:	• identify quantities of logs within work plans and complete basic calculations of time required to complete activities • complete routine calculations to determine lift capacity for rigging • complete routine calculations to plan extraction pattern for number and size of logs to be hauled.
Oral communication skills to:	• ask questions and actively listen to clarify contents of work plans • provide clear, unambiguous verbal and non-verbal haul signals.

Reading skills to:	• interpret:
	  • WHS procedures
	  • work plans.

Writing skills to:	• complete accurate reports on breakout process and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation for and extraction of logs using work order to guide activities • coordinate the completion of log recovery activities for self and others.
Problem-solving skills	• identify operational, environmental and equipment problems and implement appropriate responses

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to:	
Teamwork skills to:	• monitor harvest team activities and provide directions to ensure efficient and safe log recovery.
Technology skills to:	• select, set up, use and dismantle appropriate rigging equipment for log recovery.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIHAR3201B Monitor log recovery (rigging slinger)

Links

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

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Assessment Requirements for FWPHAR3201 Monitor log recovery (rigging slinger)

Modification History

Release	Comment
1	Replaces equivalent unit FPIHAR3201B Monitor log recovery (rigging slinger), which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- safely and efficiently monitor log recovery
- perform rigging slinger operations to recover felled logs in line with a work order and within prescribed organisational tolerances
- plan the breakout process in line with site conditions
- monitor log recovery using one or more of the following cable systems
  - high lead (no skyline)
  - standing skyline
  - running skyline
- assist in shifting lines in line with the hook tender's instructions.

Knowledge Evidence

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

- content and application of applicable state or territory code of practice relevant to log recovery activities
- key features of these varying environmental conditions and effects on log recovery:
  - fallen trees

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  - general forest lean
  - ground growth
  - ground hazards and obstacles
  - ground slope
  - density of trees
  - wet and adverse weather conditions
  - wind speed and direction
- environmental protection practices for forest and forest farm settings:
  - safe disposal of waste material
  - cleaning of plant, tools and equipment
- characteristics of trees
- industry standard lengths for logs
- techniques used by rigging slingers in the log recovery process:
  - log extraction methods
  - cable logging techniques
  - rigging techniques
- key features of these varying signal systems used for log recovery activities:
  - talk-e-tooter signals
  - two-way radio
  - visual signals
  - whistle signals
- typical industry chain of command for communication of information and instruction
- purpose, features and operation of cable logging system components:
- rigging components
- cable systems:
  - high lead (no skyline)
  - standing skyline
  - running skyline
- organisational procedures specific to log recovery activities:
- workplace health and safety with particular emphasis on use of equipment
  - communication reporting lines
  - recording and reporting breakout process and equipment faults.

Assessment Conditions

The following resources must be made available:

- organizational policies and procedures relevant to monitoring log recovery
- cable systems
- yarder and anchors
- rigging equipment for log recovery

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- signal system equipment
- personal protective equipment suitable for log recovery activities
- work plan for log recovery activities with specific instructions for the work site
- applicable state or territory code of practice
- template reports for recording breakout process and equipment faults
- a team of choker setters and yarder operators with whom the individual can interact.

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

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FWPHAR3210 Conduct mechanical processor operations

Modification History

Release	Comment
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Application

This unit of competency describes the skills and knowledge required to operate a wheeled or tracked mechanical processor in a commercial forest harvesting environment. Activities include processing trees mechanically, segregating, and stacking logs.

The unit applies to individuals who operate a wheeled or tracked mechanical processor. Operators generally work under broad direction and take responsibility for their work.

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

Pre-requisite Unit

Nil

Unit Sector

Harvesting (HAR)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan and prepare for operations	1.1 Prepare to work safely according to workplace requirements 1.2 Obtain and review environmental, regulatory and legal requirements for conducting mechanical processing operations 1.3 Review work plan and clarify requirements with appropriate

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	personnel 1.4 Select equipment appropriate to work requirements and check for operational effectiveness 1.5 Plan mechanical processor operations in line with site procedures, environmental and heritage concerns 1.6 Identify access to tree or log to be extracted and assess working conditions for safety 1.7 Identify emergency plan procedures to follow in the event of an emergency
2. Operate equipment	2.1 Conduct pre-operational checks on equipment and attachments in line with manufacturers' recommendations and site procedures 2.2 Establish and maintain communication with other personnel to ensure safety in line with safety requirements 2.3 Detect site hazards associated with processor operations and use safe operating techniques to minimise risk 2.4 Operate mechanical processor within equipment capabilities and limitations, and manoeuvre to ensure safe and efficient operations 2.5 Adjust operating techniques to meet work requirements and site conditions
3. Process individual trees	3.1 Monitor movement and whereabouts of other personnel to ensure safety 3.2 Plan processing to ensure minimal tree damage and maximum recovery 3.3 Position equipment for stable and safe access to felled tree and to ensure loads are placed within rated load/reach capacity 3.4 Program or modify processing controller to produce standard length and diameter of logs with optimal grade and length combination in line with work plan requirements 3.5 Adjust processing techniques in response to unexpected characteristics, movement or condition of tree 3.6 Move timber/stems to pre-bunching site ensuring personnel safety and minimal damage to the timber and surrounding environment 3.7 Move equipment over pre-arranged routes with minimal damage to the environment

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
4. Segregate and stack logs	4.1 Locate stacks to provide appropriate space for the conduct of other landing operations in line with planned layout and site requirements 4.2 Position and construct log stacks to provide stability and minimise problems from slippage and falling of logs 4.3 Carry out maintenance of log stacks in line with planned layout and site requirements 4.4 Visually assess delivered logs and direct/move to appropriate location for further processing or stacking
5. Carry out machine operator maintenance	5.1 Follow equipment lock-out procedures in line with workplace health and safety requirements and site procedures 5.2 Conduct visual inspection and fault finding procedures in line with manufacturers' recommendations and site procedures 5.3 Conduct routine operational servicing to maintain optimum operational performance of equipment 5.4 Diagnose faults, malfunctions or problems with equipment and report in line with site procedures 5.5 Clean and store equipment, attachments and other ancillary equipment 5.6 Record and report mechanical processor operation results in line with site procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria

Skill	Description
Reading	• read and understand production plans and site safety and environmental management plans in a forest harvesting environment • read and understand standard operating procedures and/or manufacturers' instructions for the operation of forest harvesting machinery

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Skill	Description
Writing	• record operation, production and machine maintenance on paper based or electronic media
Oral Communication	• interact verbally and non-verbally using agreed systems and processes to communicate with others on site to ensure safe and effective machine operations • use appropriate vocabulary including technical language directly relevant to role
Numeracy	• interpret gauges relevant to safe operation of harvesting machinery • determine construction of stable log stack • estimate the weight of logs to determine loading requirements and compliance to machine specifications
Navigate the world of work	• understand main tasks, responsibilities and boundaries of own role
Interact with others	• use modes of communication suitable to purpose to confirm and clarify understanding • communicate and report operational and safety information to on-site personnel
Get the work done	• recognise and respond to routine problems • plan and organise own work activities and resources

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPHAR3210 Conduct mechanical processor operations Release 2	FWPHAR3210 Conduct mechanical processor operations Release 1	Minor additions to the foundation skills, with no other changes.	Equivalent unit

Links

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

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Assessment Requirements for FWPHAR3210 Conduct mechanical processor operations

Modification History

Release	Comment
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Performance Evidence

An individual demonstrating competency must satisfy all the elements and performance criteria of this unit. There must be evidence that, on at least one occasion, the individual has:

- planned, prepared and safely and effectively operated a mechanical processor to process trees mechanically, segregate and stack logs
- followed work order for conducting mechanical processing
- operated mechanical processor safely and effectively within equipment capabilities and limitations
- adjusted operating techniques in response to site conditions
- maintained log stacks with consideration given to providing for anticipated stock levels, stock rotation requirements, size, segregation of lengths, species, grades
- visually assessed delivered logs for characteristics including species type, diameter, length and grade and direct to additional locations for further processing and stacking
- monitored trees for unexpected characteristics that may cause danger and referred to appropriate personnel
- established communication with other personnel and monitored their movements to maintain safety on site
- conducted pre and post operational checks, routine cleaning and operational servicing of equipment.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- information and requirements contained in a work order, production plan and site safety and environmental management plans
- health and operational hazards or risks related to mechanical processor operations and factors that can change or introduce new hazards

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- industry-accepted work health and safety risk control measures, legal obligations of the current Work Health and Safety Acts or Occupational Health and Safety Acts and regulations, and requirements of industry standards and/or codes of practice for mechanical processor operations as outlined in workplace procedures and production plan
- industry-accepted warning signs, their correct positioning, vehicle-to-vehicle communication systems and procedures to maintain communication and work safety during mechanical processor operations
- required emergency response procedure including firefighting resources and emergency response
- potential impacts of mechanical processor operations on onsite and offsite environmental values including cultural heritage, flora, fauna, ground compaction, water contamination and soil erosion
- industry-accepted environmental control measures, environmental restrictions, legal obligations of the current Environment Protection Acts and regulations and requirements of industry standards and/or codes of practice for mechanical processor operations as outlined in workplace procedures and production plan
- tree shapes, species, quality characteristics and log defects particular to the site and production system
- effects of weather on ground conditions
- effects of slope and terrain conditions on machine stability and operation
- operational procedures and checks including start-up and shut-down procedures
- operating and maintaining machine, attachments and ancillary equipment in line with manufacturers' instructions
- industry-accepted reporting requirements regarding site, incident and hazard, personal reporting, check-in, production, machine maintenance and block completion.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a log landing site or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - wheeled or tracked mechanical processor
  - personal protective equipment
- specifications:
  - access to workplace policies and procedures which cover current Work Health and Safety Acts or Occupational Health and Safety Acts, regulations and related industry standards and codes of practice applicable to forest harvesting operations
  - access to workplace policies and procedures which cover current Environment Protection Acts, regulations and related industry standards and codes of practice applicable to forest harvesting operations
  - access to workplace policies and procedures for operating a mechanical processor
  - access to site emergency procedure

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- log sheets for recording measurement and operation

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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

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FWPHAR3213 Conduct mechanically assisted tree falling operations

Modification History

Release	Comment
1	Replaces equivalent unit FPIHAR3213B Conduct mechanically assisted tree falling operations, which was first released with FPI11 Forest and Forest Products Training Package Version 1. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to use machinery, winches and cables to push or pull trees away from their natural direction of fall.

The unit applies to those conducting mechanically assisted tree falling operations in a forest or farm forest environment.

Licensing, legislative, regulatory or certification requirements apply to this unit in some state and territories at the time of publication, and may differ according to jurisdiction.

Pre-requisite Unit

Nil

Unit Sector

Harvesting and Haulage

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for tree pushing or pulling	1.1 Review work plan and clarify with appropriate personnel. 1.2 Identify type and quantity of trees to be pushed or pulled and assess for safe working conditions. 1.3 Select appropriate cutting equipment and pushing or pulling

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	equipment for work and check for operational effectiveness.
2. Assess and plan tree pushing or pulling	2.1 Plan tree pushing or pulling activities are in line with site procedures, taking into consideration environmental requirements and conditions. 2.2 Assess tree location and stability for conditions likely to affect safety of tree pushing or pulling activities. 2.3 Visually assess tree for defects, grade and recovery status. 2.4 Mark trees too dangerous to be felled safely refer to appropriate personnel. 2.5 Clear growth around tree and clear either manually or mechanically. 2.6 Plan cutting sequence to control direction of the fall and minimise damage to the tree, hang ups and surrounding environment. 2.7 Plan and clear an escape route. 2.8 Establish and maintain communication with other personnel to ensure safety.
3. Push or pull trees	3.1 Pre start-up checks are carried out on equipment in line with site requirements. 3.2 Monitor movement and whereabouts of other personnel to ensure safety. 3.3 Remove and clear leaders in line with the tree pushing or pulling plan. 3.4 Unexpected characteristics of a tree are diagnosed and planning is reviewed. 3.5 Secure and tension winches, cables or machinery and make scarf cut in line with planned falling direction and safety requirements. 3.6 Make appropriate cuts below the scarf cut to assist the fall angle of the tree. 3.7 Use planned escape route once the tree begins to fall. 3.8 Monitor movement of the tree on the ground until stable and immediately flag and clear trees that hang up. 3.9 Clear the work site of refuse created by tree falling, following workplace guidelines, safe waste disposal and environmental care requirements.
4. Conduct operator maintenance	4.1 Inspect condition of tools and equipment on completion of felling activities. 4.2 Identify blunt or damaged chain or equipment for repair or replacement.

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	4.3 Remove, sharpen, maintain, adjust and refit chain and other components in line with manufacturer's recommendations. 4.4 Follow equipment lock-out procedures in line with safety and site procedures. 4.5 Record and report tree pushing or pulling activities and maintenance information according to workplace procedures.

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:	• determine the cutting sequence and the direction of fall to minimise damage on surrounding environment.
Communication skills to:	• interact verbally and non-verbally using hand signals and agreed gestures with others on site to ensure safe tree felling operations.
Reading skills to:	• interpret site requirements, environmental information and manufacturer’s instructions.
Writing skills to:	• complete log book requirements, maintenance records.
Problem solving skills to:	• identify problems and equipment faults and select treatments.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIHAR3213B Conduct mechanically assisted tree falling operations

Links

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

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Assessment Requirements for FWPHAR3213 Conduct mechanically assisted tree falling operations

Modification History

Release	Comment
1	Replaces equivalent unit FPIHAR3213B Conduct mechanically assisted tree falling operations, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:
- prepare, plan, carry out mechanically assisted pushing and pulling operations to fall trees
- assess site and tree conditions and plan to work safely
- follow work plan for conducting mechanically assisted tree felling operations
- use cutting equipment safely including saws and chainsaws along with procedures for chainsaw lock-out
- use pulling or pushing equipment safely including excavators, winches and grabs
- plan cutting sequence to control the direction that trees fall and minimise damage to tree, equipment and surrounding environment
- establish communication with other personnel and monitor their movements to maintain safety on site
- use and maintain pushing and pulling tools, machinery and equipment
- conduct operator maintenance on a chainsaw.

Knowledge Evidence

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

- workplace requirements and site standards for carrying out mechanically assisted tree falling operations
- environmental protection requirements
- operational procedures and checks including start-up and shut-down procedures

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- established communication channels and protocols to maintain safety
- tree pushing and pulling methods
- processes for managing risks and hazards associated with tree falling operations
- knowledge of defects in trees that can effect processing and cause risk
- chainsaw operation, cutting sequences and safety
- chainsaw chain and tree pushing or pulling equipment condition assessment and maintenance
- workplace health and safety requirements, fire protocols and emergency evacuation procedures.

Assessment Conditions

The following resources must be made available:

- machinery, winches and cables to push or pull trees
- site with trees that can be felled away from their natural direction of fall
- work order, workplace requirements and site standards for conducting mechanically assisted tree falling operations
- personal protective equipment for conducting mechanically assisted tree felling operations including:
  - safety helmet
  - safety gloves
  - protective footwear
  - eye protection
  - hearing protection
  - high visibility clothing
  - leg protection (trousers or chaps)

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

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FWPHAR3215 Operate a heavy production mobile chipper

Modification History

Release	Comment
1	Replaces equivalent unit FPIHAR3215C Operate a heavy production mobile chipper, which was first released FPI11 Forest and Forest Products Training Package Version 1. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to operate a heavy production mobile chipping unit to chip logs or tree lengths on-site during forest harvesting operations.

The unit applies to those who operate a heavy production mobile chipping unit in a forest environment.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction.

Pre-requisite Unit

Nil

Unit Sector

Harvesting and Haulage

Elements and Performance Criteria

Elements describe the essential outcomes.	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.
1. Plan and prepare for chipping	1.1 Review work order and clarify with appropriate personnel. 1.2 Identify and assess type and quantity of timber to be chipped to meet requirements for work order and safe working conditions. 1.3 Select equipment to meet to work requirements and check for operational effectiveness. 1.4 Plan chipping activities in line with site procedures and

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	environmental and heritage concerns 1.5 Position and set-up chipper to ensure stability and to effectively chip wood 1.6 Communication with others is established and maintained in line with WHS requirements.
2. Chip timber	2.1 Carry out pre-operational checks on the heavy production mobile chipper. 2.2 Start up chipper according to safe workplace requirements 2.3 Detect site hazards associated with chipper and plan safe operating techniques to minimise risk. 2.4 Direct timber into the chipper at a rate applicable to the capacity of the machinery and chip size specified in the work order. 2.5 Direct chipped timber into the back of a truck or other modes of transportation or for stockpile. 2.6 Establish and maintain communication with truck driver to ensure efficient and safe loading of chipped materials
3. Carry out machine operator maintenance	3.1 Lock-out chipper and shut down if required, in line with site procedures. 3.2 Conduct visual inspection to identify issues and faults. 3.3 Remove and replace worn components as required to fulfil the work order. 3.4 Clean, check and carry out routine maintenance tasks on chipper. 3.5 Record and report chipper operations, faults and maintenance activities.

Foundation Skills

This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.	
Writing skills to:	• complete records, reports and maintenance logs.
Problem solving skills to:	• identify and resolve equipment issues and faults.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPIHAR3215C Operate a heavy production mobile chipper.

Links

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

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Assessment Requirements for FWPHAR3215 Operate a heavy production mobile chipper

Modification History

Release	Comment
1	Replaces equivalent unit FPIHAR3215C Operate a heavy production mobile chipper, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- operate a heavy production mobile chipper in line with work orders and fill trucks/trailers for transportation according to safe working requirements and environmental care procedures
- assess timber to be chipped for defects that will affect processing
- safely conduct start up and shut down of a heavy production mobile chipper in line with enterprise procedures
- carry out routine maintenance on a heavy production mobile chipper
- work safely and communicate effectively with others in the work area
- follow organisational policies and procedures relevant to operating a mobile chipper

Knowledge Evidence

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

- workplace policies and procedures for operating a heavy production mobile chipper
- environmental protection requirements
- operational procedures and checks including start-up and shut-down procedures
- characteristics of trees and timber defects that can cause processing problems
- chip types and quality
- established communication channels and protocols to maintain safety

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- processes for managing risks and hazards associated with chipping wood
- re-positioning and set up mobile chipper
- workplace health and safety requirements, fire protocols and emergency evacuation procedures
- procedures for recording and reporting workplace records and information.

Assessment Conditions

The following resources must be made available:

- a heavy production mobile chipper
- logs, trees and/or wood resource to be chipped
- work order, workplace requirements and site standards for operating a heavy production mobile
- truck, trailer or container for receiving chipped material
- relevant personnel for the purposes of communicating information
- personal protective equipment required to operate chipper.

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

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FWPHAR3220 Harvest trees manually (intermediate)

Modification History

Release	Comment
1	Replaces equivalent unit FPIHAR3220 Harvest trees manually (intermediate), which was first released with FPI11 Forest and Forest Products Training Package Version 1. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to assess harvest sites and trees to be harvested and to plan and safely carry out manual tree-felling operations using a chainsaw.

This unit covers the felling procedures for trees with a level of complexity that requires significant tree assessment and practical felling skills.

Persons competent in this unit should be able to effectively fell most trees except very large trees, and/or those with significant defects and/or characteristics that cause excessive complexity.

It applies to trees that have a diameter greater than the bar length of the chainsaw.

Trees typical to the scope of this unit the following characteristics:

- lean and weight distribution that can be assessed and readily adapted to falling direction with the use of wedges and/or control with hinge-wood
- various dimensions relative to local forest size distribution
- limited visible damage and/or defect
- species prone to free splitting and adverse reactions during felling
- single or multi-stems
- diameter of tree greater than chainsaw bar length
- grown on terrain and slope that can add complexity to the operation

The unit applies to felling trees in a commercial harvesting operation within a forest environment, producing forest products.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states & territories at the time of publication, and may differ according to jurisdiction

Pre-requisite Unit

Nil

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Unit Sector

Harvesting and Haulage

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Determine harvesting requirements	1.1 Identify and comply with applicable work health and safety (WHS), environmental, legislative and organisational requirements relevant to harvesting trees 1.2 Identify and adhere to site environmental protection measures according to harvesting plan and relevant legislation and regulations 1.3 Review job requirements and check with appropriate personnel 1.4 Identify log extraction method and requirements 1.5 Identify requirements for product quality 1.6 Determine harvesting requirements, and plan tree felling sequence and general falling directions 1.7 Establish and maintain communication with others according to WHS requirements
2. Assess harvest site	2.1 Assess location and stability of harvest site for conditions likely to affect harvesting activities 2.2 Identify and assess environmental conditions according to harvest plan 2.3 Identify trees to be felled according to harvest plan 2.4 Assess factors affecting harvesting requirements and detect and control specific forest or site risks and hazards
3. Visually assess trees and plan felling	3.1 Assess factors affecting harvesting requirements and detect and control specific forest or site risks and hazards 3.2 Confirm tree is safe to fell 3.3 Check planned falling direction and propose deviation if required 3.4 Select cutting pattern to optimise time and manageable removal of sections 3.5 Plan sequence of cuts to fell tree according to standard felling procedures and log quality requirements 3.6 Assess limitations of own skills in safely felling trees, identify trees considered outside own skill level and seek assistance from

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	appropriate personnel where required 3.7 Select suitable escape route and clear of growth and other obstacles according to environmental care principles and statutory requirements 3.8 Note and monitor location and activity of other personnel in the work area and modify activity where required
4. Prepare equipment	4.1 Select tools and equipment appropriate to work requirements and check for operational effectiveness according to manufacturer recommendations 4.2 Sharpen and adjust chainsaw or change components according to manufacturer recommendations 4.3 Sharpen and adjust chainsaw or change components according to manufacturer recommendations
5. Fell trees	5.1 Fell individual trees using selected cutting techniques according to WHS and job requirements 5.2 Adjust cutting technique in response to movement and condition of tree 5.3 Use planned escape route when tree starts to fall and monitor the fall and movement of tree on ground until determined stable 5.4 Delay movement back into the felling area until all tree material, including from adjacent tree crowns, has fallen 5.5 Identify and implement procedures for removal of trees that are hung-up 5.6 Fell trees to meet production levels, log extraction methods and site requirements 5.7 Dispose of waste materials in line with environmental and operational requirements
6. Maintain equipment	6.1 Inspect equipment on completion of harvesting activities 6.2 Identify damaged saws and cutting attachments for repair or replacement according to organisational requirements and manufacturer recommendations 6.3 Remove, clean, adjust or replace chain and other components according to manufacturer recommendations 6.4 Maintain tools and equipment according to WHS requirements and manufacturer recommendations

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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:	• estimate and measure tree dimensions, including height, length and diameter and volume • determine tree fall zone according to tree mass • plan time efficient cutting patterns and sequences. • calculate product mass of individual trees and determine fall zone
Communication skills to:	• select and use appropriate spoken communication strategies with work colleagues and other personnel on site when felling trees • interpret hand signals with other operators to ensure safe tree felling • ask questions to clarify contents of coupe plans

Reading skills to:	• interpret:
	  • workplace health and safety, industry standards and regulations for felling trees and other relevant tree felling procedures
	  • work orders and coupe plans
	  • manufacturers maintenance recommendations

Writing skills to:	• complete forms to record WHS considerations for felling trees • report equipment faults and request maintenance of equipment. • complete log book requirements
Planning and organising skills to:	• identify an unsafe tree. • efficiently and logically sequence the stages of preparation for and felling of trees using work order to guide activities.
Problem solving skills to:	• plan and apply the hierarchy of risk control • review and identify work requirements • recognise own limitations in conditions and trees for felling • identify problems and equipment faults and demonstrate appropriate response procedures

•
•

Range of Conditions

Not Applicable

Unit Mapping Information

FPIHAR3220 Harvest trees manually (intermediate).

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Links

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Assessment Requirements for FWPHAR3220 Harvest trees manually (intermediate)

Modification History

Release	Comment
1	Replaces equivalent unit FPIHAR3220 Harvest trees manually (intermediate), which was first released with FPI11 Forest and Forest Products Training Package Version 1. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- comply with applicable federal, state or territory legislative and regulatory requirements and codes of practice including WHS, environmental and organisational policies and procedures relevant to harvesting trees at an intermediate level
- comply with licensing or certification requirements relevant to harvesting trees at an intermediate level
- effectively communicate and use safe working practices, including maintaining an awareness of other personnel activity in the work area
- assess site conditions, by applying environmental protection measures, detecting hazards and own skill level for harvesting trees at an intermediate level
- conduct a tree assessment
- identify structural defects and stresses in trees and the impact on felling, including exclusion of trees from hand felling due to hazardous and difficult situations for assessment, monitoring and safe falling including a crown that contains dead or broken material, entanglement or malformation
- plan a felling sequence for individual trees and preparing surroundings including escape route
- fell a intermediate trees using appropriate cuts safely without damage to personnel, equipment and surrounding environment
- identify trees that are hung up
- select, prepare and maintain chainsaw equipment including recognising faults, problems and malfunctions

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- assess, plan and safely operate chainsaw equipment to manually harvest trees at an intermediate level
- use tree felling techniques including scarf cutting , back cutting to provide hinge-wood and the use of wedges to assist in controlling falling direction
- apply appropriate extraction methods
- apply specifications as outlined in harvesting plan
-

Knowledge Evidence

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

- workplace health and safety (WHS) requirements including:
  - PPE and clothing
  - safety equipment
  - first aid equipment
  - firefighting equipment
  - hazard and risk control procedures
  - fatigue management procedures
  - appropriate signage
  - elimination of hazardous materials and substances procedures
  - safe forest practices, including required actions relating to fire
  - techniques for manual handling, including shifting, lifting and carrying
- types and purposes of cuts to fell trees, including scarf cutting and back cutting to provide hinge-wood and maintain control of tree
- typical tree defects and how these affect tree felling activities:
  - shakes
  - insect defects
  - knots and resin pockets
  - pipe
  - drysides
- Identifying trees:
  - that contain hazards and are deemed unsafe to fell
  - considered outside own skill level
  - trees where cuts made may lead to loss of control of tree in felling
- hazards and related risks and the impact on felling trees of:
  - uneven and unstable terrain
  - unsafe trees
  - fires
  - overhead and underground services
  - excavations
  - traffic

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  - structures
  - hazardous materials
  - insects and animals
  - other personnel and machinery
- methods used to remove trees that are hung up and procedures for removal
- methods for assessing chain condition
- cutting patterns used to optimise time to fell trees
- environmental protection measures to follow when felling trees related to:
  - native vegetation
  - soil and water
  - heritage and archaeological artefacts
  - flora and fauna
  - geomorphologic features
  - landscape
  - external site pollution
  - recreational opportunities
  - regeneration opportunities
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing timber and other waste
- key features of these varying environmental conditions and their effects on intermediate tree felling and harvesting activities:
  - general forest lean
  - ground growth
  - ground hazards and obstacles
  - ground slope
  - gullies
  - presence and density of seed and habitat trees
  - water courses
  - wet and adverse weather conditions
  - wind speed and direction
- the use of types of tools and equipment for harvesting trees manually, and the procedures for their safe use, operation and maintenance including:
  - warning signs
  - chainsaw and components
  - PPE and clothing
  - first aid equipment
  - maintenance requirements
  - support tools
- components of a harvesting plan including an extraction plan, a traffic plan, environmental requirements, restricted areas, identified hazards and product volumes

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- log extraction methods including skidding, forwarding, using cable or shovel logging and following the harvest plan when felling trees
- work order information regarding
  - tree felling requirements
  - requirements for product quality
  - harvesting plan
- risk assessments for tree-felling including
  - ground and environmental conditions likely to affect harvesting activities:
    - ground stability
    - ground slope
    - forest lean
    - weather conditions
  - underground and overhead services
  - forest fire
  - position and movement of personnel working on the harvesting site
  - traffic management
  - safety signage warning of harvesting operations in the area.

Assessment Conditions

The following resources must be made available:

- workplace location or simulated workplace of a forest environment with trees typical to the scope of this unit
- PPE and clothing including:
  - safety helmet
  - safety gloves
  - protective footwear
  - eye protection
  - hearing protection
  - high visibility clothing
  - leg protection (trousers or chaps)
- materials and equipment including;
  - warning signs
  - chainsaw and components
  - first aid equipment
  - maintenance tools and equipment
  - support tools
  - manufacturers' instructions for use and maintenance of equipment
  - radio or communication device
  - fire fighting equipment (if prescribed)

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- specifications and work instructions, including
  - coupe plans
  - information and instructions relevant to tree-felling operations, including processing location details and trees to be felled and retained
  - policy and procedures for work health and safety (WHS)
  - risk assessment plan
  - general and specific environmental requirements
  - applicable state or territory logging code of practice
  - emergency and evacuation procedures
  - fire protocols

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

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FWPHAR3221 Harvest trees manually (advanced)

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Application

This unit of competency describes the outcomes required to assess harvest sites and trees to be harvested and to plan and safely harvest trees using a chainsaw.

This unit covers the felling procedures for trees with a level of complexity that requires significant tree assessment and advanced practical felling skills.

Persons competent in this unit should be able to effectively fell trees of any size, species and condition, including those with significant defects and characteristics that cause excessive felling complexity, that are deemed safe to fell.

Trees typical to the scope of this unit including the following characteristics:

- lean and weight distribution which adds significant complexity yet can be assessed and adapted to site requirements
- larger dimensions relative to local forest size distribution
- substantial lean
- damage and/or defect that requires complex felling techniques
- multi legged, hollow butts, culls, stags
- species prone to free splitting and adverse reactions during falling
- single or complex multi stems
- diameter of tree greater than chainsaw bar length
- grown on terrain and slope that can add significant complexity to the operation

The unit applies to those felling trees in a commercial harvesting operation within a forest environment, producing forest products.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states & territories at the time of publication, and may differ according to jurisdiction

Pre-requisite Unit

Nil

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Unit Sector

Harvesting and Haulage

Elements and Performance Criteria

Element *Elements describe the essential outcomes.*	**Performance Criteria** *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.*
1. Prepare for felling	1.1 Identify and comply with applicable work health and safety (WHS), environmental, legislative and organisational requirements relevant to harvesting trees 1.2 Identify and adhere to site environmental protection measures and harvest plan according to relevant legislation and regulations 1.3 Review and check job requirements with appropriate personnel 1.4 Select tools and equipment appropriate to work requirements and check for operational effectiveness according to manufacturer recommendations 1.5 Sharpen and adjust chainsaw or change components according to manufacturer recommendations 1.6 Assess tree and determine felling requirements 1.7 Identify and control potential and existing risks and hazards in the work area 1.8 Identify trees to be felled and retained and establish general falling direction 1.9 Identify log extraction method and requirements 1.10 Determine requirements for product quality 1.11 Establish and maintain communication with others according to WHS requirements
2. Assess conditions and surroundings	2.1 Identify and comply with site environmental concerns according to relevant federal, state or territory legislation and local regulations 2.2 Identify and assess environmental conditions according to harvesting plan 2.3 Assess general factors affecting felling requirements and detect and control specific forest or site risks and hazards
3. Assess tree and plan	3.1 Locate and visually assess tree for felling characteristics

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felling	3.2 Confirm tree is safe to fell 3.3 Assess and check required falling direction and possible deviation 3.4 Plan sequence of cuts to fell tree according to standard felling procedures and log quality requirements 3.5 Select suitable escape route and clear of growth and other obstacles according to environmental care principles and statutory requirements 3.6 Assess limitations of own skills in safely felling trees, identify trees considered outside own skill level and seek assistance from appropriate personnel where required 3.7 Note and monitor location and activity of other personnel in the work area and modify activity where required
4. Fell trees of any size, species and condition	4.1 Fell individual trees using planned cutting techniques according to site conditions, extraction method and at a safe distance from other personnel in the work area 4.2 Adjust cutting technique in response to movement and condition of tree 4.3 Use planned escape route when tree starts to fall and monitor the fall and movement of tree on ground until determined stable 4.4 Delay movement back into the felling area until all tree material, including from adjacent tree crowns, has fallen, and identify any dangerous tree branches that hang-up 4.5 Identify and implement procedures for removal of trees that are hung-up 4.6 Fell trees to meet production levels, log extraction methods and site requirements 4.7 Dispose of waste materials in line with environmental and operational requirements
5. Maintain equipment	5.1 Detect, rectify and report blunt or damaged saw chain according to workplace procedures 5.2 Monitor chainsaw for operational effectiveness and record and report faults, malfunctions and problems according to workplace procedures

Foundation Skills

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

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Numeracy skills to:	• estimate and measure tree dimensions, including height, length and diameter and volume • plan time efficient cutting patterns and sequences • report on size, length, diameter and grade of felled trees. • calculate product mass of individual trees and determine fall zone.
Oral communication skills to:	• select and use appropriate spoken communication strategies with work colleagues and other personnel on site when felling trees • interpret hand signals with other operators to ensure safe tree felling • ask questions to clarify contents of coupe plans.

Reading skills to:	• interpret:
	  • workplace health and safety, industry standards and regulations for felling trees and other relevant tree felling procedures
	  • work orders and coupe plans
	  • manufacturers' maintenance recommendations.

Writing skills to:	• complete forms to record WHS considerations for felling trees • report equipment faults and request maintenance of equipment. • complete log book requirements.
Planning and organising skills to:	• identify an unsafe tree. • efficiently and logically sequence the stages of preparation for and felling of trees using work order to guide activities.
Problem solving skills to:	• plan and apply the hierarchy of risk control • review and identify work requirements • recognise own limitations in conditions and trees for felling • identify problems and equipment faults and demonstrate appropriate response procedures.

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
FWPHAR3221 Harvest trees manually (advanced) Release 2	FPIHAR3221 Harvest trees manually (advanced) Release 1	Minor typographical errors corrected	Equivalent

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Links

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

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Assessment Requirements for FWPHAR3221 Harvest trees manually (advanced)

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- comply with applicable federal, state or territory legislative and regulatory requirements and codes of practice including WHS, environmental and organisational policies and procedures relevant to harvesting trees at an advanced level
- comply with applicable licensing or certification requirements relevant to harvesting trees at an advanced level
- effectively communicate and use safe working practices, including maintaining an awareness of other personnel activity in the work area
- assess site conditions, by applying environmental protection measures, detecting hazards and own skill level for harvesting trees at an advanced level
- conduct a tree assessment
- Identify structural defects and stresses in trees and the impact on felling, including exclusion of trees from hand felling due to hazardous and difficult situations for assessment, monitoring and safe falling including a crown that contains dead or broken material, entanglement or malformation
- plan a felling sequence for individual trees and preparing surroundings including escape route
- harvest advanced trees using appropriate cuts safely and without causing damage to personnel, equipment and surrounding environment
- identify trees that are hung up
- select, prepare and maintain chainsaw equipment including recognising faults, problems and malfunctions
- assess, plan and safely operate chainsaw equipment to manually harvest trees at an advanced level

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- use tree felling techniques including scarf cutting and back cutting to provide hinge-wood, and the use of wedges to assist in controlling falling direction
- apply appropriate extraction methods
- apply specifications as outlined in harvesting plan

Knowledge Evidence

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

- workplace health and safety requirements including:
  - PPE and clothing
  - safety equipment
  - first aid equipment
  - firefighting equipment
  - hazard and risk control procedures
  - fatigue management procedures
  - appropriate signage
  - elimination of hazardous materials and substances procedures
  - safe forest practices, including required actions relating to fire
  - techniques for manual handling, including shifting, lifting and carrying
- types and purposes of cuts to fell trees, including scarf cutting and back cutting to provide hinge-wood and maintain control of tree
- typical tree defects and how these affect tree felling activities:
  - shakes
  - insect defects
  - knots and resin pockets
  - pipe
  - drysides
- Identifying trees:
  - that contain hazards and are deemed unsafe to fell
  - considered outside own skill level
  - trees where cuts made may lead to loss of control of tree in felling
- hazards and related risks and the impact on felling trees of:
  - uneven and unstable terrain
  - unsafe trees
  - fires
  - overhead and underground services
  - excavations
  - traffic
  - structures
  - hazardous materials

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  - insects and animals
  - other personnel and machinery
- methods used to remove trees that are hung up and procedures for removal
- methods for assessing chain condition
- cutting patterns used to optimise time to fell trees
- environmental protection measures to follow when felling trees related to:
  - native vegetation
  - soil and water
  - heritage and archaeological artefacts
  - flora and fauna
  - geomorphologic features
  - landscape
  - external site pollution
  - recreational opportunities
  - regeneration opportunities
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing timber and other waste
- key features of these varying environmental conditions and their effects on advanced tree felling and harvesting activities:
  - general forest lean
  - ground growth
  - ground hazards and obstacles
  - ground slope
  - gullies
  - presence and density of seed and habitat trees
  - water courses
  - wet and adverse weather conditions
  - wind speed and direction
- the use of types of tools and equipment for harvesting trees manually, and the procedures for their safe use, operation and maintenance including:
  - warning signs
  - chainsaw and components
  - PPE and clothing
  - first aid equipment
  - maintenance requirements
  - support tools
- components of a harvesting plan including an extraction plan, a traffic plan, environmental requirements, restricted areas, identified hazards and product volumes
- log extraction methods including skidding, forwarding, using cable or shovel logging and following the harvest plan when felling trees
- work order information regarding:

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  - tree felling requirements
  - requirements for product quality
  - harvesting plan
- risk assessments for tree-felling including:
  - ground and environmental conditions likely to affect harvesting activities including ground stability, ground slope, forest lean and weather conditions
  - underground and overhead services
  - forest fire
  - position and movement of personnel working on the harvesting site
  - traffic management
  - safety signage warning of harvesting operations in the area.
  -

Assessment Conditions

The following resources must be made available:

- workplace location or simulated workplace of a forest environment with trees typical to the scope of this unit
- PPE and clothing including:
  - Safety helmet
  - Safety gloves
  - Protective footwear
  - Eye protection
  - Hearing protection
  - High visibility clothing
  - Leg protection (trousers or chaps)
- materials and equipment including:
  - warning signs
  - chainsaw and components
  - first aid equipment
  - maintenance tools and equipment
  - support tools
  - manufacturers' instructions for use and maintenance of equipment
  - radio or communication device
  - fire fighting equipment (if prescribed)
- specifications and work instructions, including:
  - coupe plans
  - information and instructions relevant to tree-felling operations, including processing location details and trees to be felled and retained
  - policy and procedures for work health and safety (WHS)
  - risk assessment plan

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  - general and specific environmental requirements
  - applicable state or territory logging code of practice
  - emergency and evacuation procedures
  - fire protocols
- relevant personnel for the purposes of communicating information.

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

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FWPHAR3222 Use on-board computer systems for forwarder

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 3.0.

Application

This unit of competency describes the skills and knowledge required to use on-board computer technology and software for forwarders to optimise loading processes after processing and extraction in a commercial forest harvesting environment.

The unit applies to individuals who work as forwarder operators. Operators generally work under broad direction to complete routine activities related to harvesting operations and take responsibility for their work.

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

Pre-requisite Unit

Nil

Unit Sector

Harvesting (HAR)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Start up and shut down the on-board computer	1.1 Start up the on-board computer and respond to display prompts by pressing the appropriate buttons 1.2 Edit settings in work mode display to update information about operator and the start and end of the shift 1.3 Check that a connection exists between the weight scale and the

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	Bluetooth modem 1.4 Use mouse buttons and keyboard to shut down the weight scale system and computer
2. Create an active site file	2.1 Use menus and fields to create a new site, select, disable or add tree assortments to the new site and press button to complete file set up 2.2 Use work mode feature and icons to view basic information about machine, engine and auxiliary functions 2.3 Use quick adjustment menu and/or the setting mode to select and adjust parameter values for machine movements 2.4 Return to work mode display and select option to start new load
3. Register load / production information	3.1 Identify on screen that GPS system is active to ensure it runs correctly and report faults to appropriate personnel in line with workplace procedures 3.2 Start loading operations and use registration button and software functions to register and edit load or production parameters according to machine configuration and equipment profile 3.3 Use the weight scale menu to set-up or edit the weight factors and default volumes of a maximum full load for specific tree assortments 3.4 Use work mode display and system messages to view information about loading and standard machine operation according to load parameters and machine configuration
4. Calibrate machine weight scale	4.1 Use calibration menu and methods to conduct regular reference calibration of Active Load Space pressure sensors and ensure accuracy of weighing measurements 4.2 Use calibration menu and methods to conduct regular dynamic and static reference calibration of the boom weight scale and ensure accuracy of weighing measurements 4.3 Regularly check and reset grapple to the ‘zero point’, by using reset button on the keyboard panel 4.4 Check the static calibration factor for possible changes in weight scale calibrations 4.5 Identify and report faults and errors related to the on-board computer system
5. Store, access and	5.1 Use software menu, sub-menus and display prompts to end

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
retrieve production data	production site file and save on a data storage device 5.2 Transfer files between computers or via mobile devices and applications

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Reading	• read user manual for machine's on-board computer system
Oral Communication	• interact verbally and non-verbally with technical personnel using communication means to remediate computer errors or resolve matters about electronic files and data • use appropriate vocabulary including technical language directly relevant to role
Numeracy	• interpret file variables including weight factors and volumes of load
Navigate the world of work	• understand main tasks, responsibilities and boundaries of own role
Interact with others	• use modes of communication suitable to purpose to confirm and clarify understanding • communicate and report operational task and safety information to relevant personnel • participate in conversations relevant to role by responding and explaining as required
Get the work done	• recognise and respond to routine problems • plan and organise own work activities and resources

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPHAR3222 Use on-board computer systems for forwarder	Nil	New unit	No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPHAR3222 Use on-board computer systems for forwarder

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 3.0.

Performance Evidence

An individual demonstrating competency must satisfy all the elements and performance criteria of this unit. There must be evidence that, on at least one occasion, the individual has:

- created an active site file for loading operation
- registered load and production information at start of loading operation
- set-up and/or edited the weight factors and default volume settings
- used software settings and calibration methods to conduct accurate calibrations of the weight scale and sensors
- edited parameter values for machine movements
- ended production and saved and transferred file for the production site by using a data storage system or email or mobile devices.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- components of wireless weighing system and its mode of operation
- software and files used with on-board computers including basic features and applications
- navigating on-board computer menus, sub-menus and fields
- fields and data inputs required to start the loading operation
- setting-up and editing the weight factors and default volumes of a maximum load for a variety of tree assortments
- settings and methods for editing parameter values for machine movements
- methods to calibrate the weighing system and improve accuracy of measurements
- factors that affect accuracy of the weighing measurement
- ending production and saving and transferring files using a data storage system or mobile app
- methods to identify faults related to the on-board computer system and GPS.

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Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a logging site or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - forwarder equipped with on-board computer and weighing system
  - data storage system or mobile system/app for the purpose of saving and transferring production files
  - personal protective equipment required in harvesting operations
- specifications:
  - access to user manual for the on-board computer system

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPHAR3223 Use on-board computer systems for single grip harvester

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 3.0.

Application

This unit of competency describes the skills and knowledge required to use on-board computer technology and software for single grip harvesters, to achieve maximum value recovery in a commercial forest harvesting environment.

The unit applies to individuals who work as harvester operators. Operators generally work under broad direction to complete routine activities related to harvesting operations and take responsibility for their work.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Harvesting (HAR)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Start up and shut down the on-board computer	1.1 Start up the on-board computer and respond to display prompts by pressing the appropriate buttons 1.2 Edit settings in the setting mode to update information about site identifier (ID) fields, operator and the start and end of a shift

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.3 Use mouse buttons and keyboard to shut down the measurement system and computer 1.4 Identify on window screen that Global Positioning System (GPS) is active, to ensure it runs correctly during the operation, and report faults to appropriate personnel in line with workplace procedures
2. Reload or create a felling site file	2.1 Find existing felling site file by using the software menu and sub-menus to reload and activate cutting instruction files 2.2 Create a new felling site file when moving machine to a new site by loading a new cutting instruction file from a data storage device or computer hard drive and following display prompts to add site information and turn on settings for quality grade buttons 2.3 Assign quality grade to buttons on the joystick keypad 2.4 Open and edit cutting instruction file to adjust parameters on length and diameter, when instructed to by the forest management company 2.5 Review cutting instruction file and settings and report any identified error
3. Process trees using on-board computer system	3.1 Check that correct cutting instruction file is uploaded at the start of harvesting at an existing or a new felling site 3.2 Use appropriate methods to reset the harvesting head length counter to prevent loss of log volume or value 3.3 Upload, edit and save harvester settings and parameters for feeding and sawing by using the software's menus, files and fields 3.4 Select and use harvester controls and quality buttons and apply knowledge of species and quality characteristics, to process trees into the highest value combination, in line with the log cutting instructions 3.5 Override on-board computer settings, as necessary, to produce length results based on actual stem quality and potential or actual damage 3.6 Use on-board computer settings to adjust and monitor grapple or delimb arm pressures 3.7 Adjust the settings of diameter potentiometer or encoder, by using the software's diagnostic menu 3.8 Conduct accurate calibrations of harvesting heads as required by the forest management company to ensure that processed logs are

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	within permissible error limits
4. Conduct quality control audits	4.1 Conduct technical inspections on harvesting heads to check for wear and faults of measuring mechanisms and take corrective measures 4.2 Conduct length and diameter accuracy checks in line with the frequency outlined in manufacturers' manual or prescribed by the forest management company and by using standard or electronic equipment to verify processed logs against cutting instructions and remediate errors
5. Store, access and retrieve production and calibration data	5.1 Save production and calibration files on a data storage device by using the software menu, sub-menus and display prompts 5.2 Transfer files between computers or via mobile devices and applications in line with workplace procedures and within required timeframes 5.3 Discuss and resolve data and file matters with appropriate personnel in line with workplace procedures 5.4 Identify and report faults and errors related to the on-board computer system in line with workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• read user manual for machine’s on-board computer system
Writing	• record log length and diameter measurements
Oral Communication	• interact verbally and non-verbally with technical personnel using communication means to remediate errors or resolve matters about electronic files and data • use appropriate vocabulary including technical language directly relevant to role
Numeracy	• interpret file variables including length, diameter and product

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Skill	Description
	quality • apply methods to measure log length and diameters • interpret instruments and data recording equipment
Navigate the world of work	• understand main tasks, responsibilities and boundaries of own role
Interact with others	• communicate and report operational task and safety information to relevant personnel • participate in conversations relevant to role by responding and explaining as required
Get the work done	• recognise and respond to routine problems • plan and organise own work activities and resources

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPHAR3223 Use on-board computer systems for single grip harvester	Nil	New unit	No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPHAR3223 Use on-board computer systems for single grip harvester

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 3.0.

Performance Evidence

An individual demonstrating competency must satisfy all the elements and performance criteria of this unit. There must be evidence that, on at least one occasion, the individual has:

- used on-board computer system to process and mark logs safely and effectively in line with the log cutting instructions
- reloaded and/or created a felling site file in the cutting instruction file
- assigned log grades to buttons on the joystick keypad
- reset the harvesting head length counter
- uploaded, edited and saved harvester settings and parameters for feeding and sawing
- adjusted settings and monitored grapple or delimb arm pressures
- edited the diameter potentiometer' settings
- applied knowledge of species and quality characteristics to process trees and overridden the on-board computer settings to process trees into the highest value combination
- conducted accurate calibrations of harvesting heads
- conducted length and diameter accuracy checks of processed logs against cutting instructions
- saved production files on a data storage device and transferred files either manually or via mobile devices.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- methods to correctly turn on/off the on-board computer system
- using the on-board computer keyboard and mouse or touchscreen
- navigating on-board computer menus, sub-menus and fields using cutting instructions, calibration and production files
- loading new cutting instruction files and reloading inactive files
- fields and data inputs required to start a processing operation
- editing cutting instruction file and restrictions

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- saving production, control measurement and calibration files and transferring files using a data storage system or via mobile app
- fields and information contained in the cutting instruction file including matrix displays, maximum damage and minimum quality allowances for log grades and bark function
- values in the price matrix and how they affect the performance of the cutting instruction file
- computer methods to adjust feed performance, feed ramping, grapple or delimb arm pressures and diameter potentiometer
- harvesting head settings
- settings to program quality grade buttons on the joystick keypad
- using harvester's controls and quality buttons correctly
- methods to override the computer and limitations or restrictions as prescribed by forest management company to prevent issues with the software and the machine
- length and diameter measuring system fitted on harvesting heads
- on-board computer methods to calculate a diameter at a given distance along the stem
- methods for calibrating the measuring system of harvesting head for length and diameter
- signs of wear and faults to harvester head mechanisms
- effects of worn mechanical linkages on the length and diameter measuring mechanisms
- methods to conduct and record length and diameter accuracy checks and frequency of measurements
- methods for calibrating and verifying measuring tools for length and diameter including tapes and callipers
- causes of manual and mechanical length and diameter measurement error
- methods to reset the harvesting head's length counter
- methods to identify faults related to the on-board computer system and GPS.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a logging site or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - single grip harvester equipped with on-board computer system and GPS
  - standard and digital measuring tools for calibration
  - data storage system or mobile system/app for the purpose of saving and transferring production files
  - personal protective equipment required in harvesting operations
- specifications:
  - access to user manual for on-board computer system
  - access to sample cutting instruction, calibration and production files

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Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPHAR3224 Operate crawler tractor

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 3.0.

Application

This unit of competency describes the skills and knowledge required to operate a crawler tractor for log production and use optimised production processes in a commercial forest harvesting environment. The main job functions are to move stems and/or logs from felling site to roadside or landing area. Other functions include product segregation, stacking, and removal of slash. Activities are to be conducted safely and effectively.

The unit applies to individuals who work as crawler tractor operators in small or larger harvesting crews. Operators generally work under broad direction to complete routine activities related to crawler tractor operations and take responsibility for their work.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Harvesting (HAR)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan and prepare to	1.1 Review production plan, confirm its targets for felling and processing and assess wood flow requirements to ensure efficient

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
operate a crawler tractor	machine operation and overall productivity 1.2 Confirm type, size and quantity of stems and/or logs to be moved with crawler tractor to ensure that loads and machine are in line with safe working load requirements and industry standards for operations 1.3 Confirm, identify and report health, safety, environmental and heritage risks of operation, in line with standard operating procedures and site safety and environmental management plans 1.4 Apply risk control measures in line with standard operating procedures, site operational plan, legislative requirements and industry standards to eliminate or minimise risks 1.5 Identify emergency plan procedures to follow in the event of an emergency 1.6 Use production plan to identify location of extraction routes, entry points and directions to the landing for efficient extraction of logs and minimum interference with other forestry operations 1.7 Assess terrain characteristics to establish machine stability 1.8 Carry out pre-operational checks on machine in line with workplace procedures or manufacturers' recommendations to ensure optimal production performance and operational effectiveness
2. Operate crawler tractor	2.1 Use industry-accepted warning signs, vehicle-to-vehicle communication systems and procedures to maintain communication and workplace safety during operation 2.2 Select products, stems and/or logs or slash to be moved based on their position, location and size 2.3 Position crawler tractor for stability and safe access to products or slash by adjusting the technique in response to terrain conditions 2.4 Carry out hooking-on and winching techniques or use cabin controls to grapple products or slash avoiding damage to the products in line with the production plan requirements 2.5 Drive the machine to move products or slash to the roadside or landing area to achieve optimum efficiency and minimise breakage and damage to products, standing trees and surrounding environment in line with the production plan requirements 2.6 Unhook and position or construct stacks of stems, logs or slash at the roadside or landing area to avoid product damage, provide stability, restrict height for efficient extraction and facilitate safe access and conduct of other landing and equipment operations in line

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	with worksite layout and production plan requirements 2.7 Recover all merchantable product or slash from site in line with the production plan requirements
3. Carry out machine operator maintenance	3.1 Park, shut-down, de-energise and isolate crawler tractor in line with workplace procedures or manufacturers' recommendations 3.2 Clean, check and carry out routine maintenance activities on crawler tractor and equipment to maintain optimum operational performance 3.3 Identify and report machine faults, malfunctions or problems in line with workplace procedures or manufacturers' recommendations 3.4 Clean work area of all debris and waste resulting from crawler tractor operation and dispose of or recycle waste materials in line with site environmental management plan 3.5 Record crawler tractor operations and maintenance activities

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Read production plans, site safety and environmental management plans in a forest harvesting environment • Read standard operating procedures and/or manufacturers' instructions for the operation of forest harvesting machinery
Writing	• Record operation, production and machine maintenance on paper based or electronic media
Oral Communication	• Interact verbally and non-verbally using agreed systems and processes to communicate with others on site to ensure safe and effective machine operations • Use appropriate vocabulary including technical language directly relevant to role
Numeracy	• Interpret gauges relevant to safe operation of harvesting machinery • Determine construction of stable log stack • Estimate the weight of logs to determine loading requirements and

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Skill	Description
	compliance to machine specifications
Navigate the world of work	• Understand main tasks, responsibilities and boundaries of own role
Interact with others	• Use modes of communication suitable to purpose to confirm and clarify understanding • Communicate and report operational and safety information to on-site personnel
Get the work done	• Recognise and respond to routine problems • Plan and organise own work activities and resources

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPHAR3224 Operate crawler tractor Release 2	FWPHAR3224 Operate crawler tractor Release 1	Amended typographical error in Application	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPHAR3224 Operate crawler tractor

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 3.0.

Performance Evidence

An individual demonstrating competency must satisfy all the elements and performance criteria of this unit. There must be evidence that, on at least one occasion, the individual has:

- planned, prepared and safely and effectively operated a crawler tractor to move products and/or slash in line with a production plan
- checked risks associated with the operation and applied standard operating procedures
- followed production plan requirements and site safety and environmental management plan
- determined suitability and stability of crawler tractor for operation and safe working load limits by considering machine and equipment specifications, terrain characteristics and type and size of stems and/or logs to be moved
- adjusted machine driving and positioning technique in response to terrain conditions
- applied machine manipulation techniques to move products and/or slash and minimise damage to products, machine and surrounding environment in line with the production plan requirements
- placed and stacked products for efficient extraction in line with the production plan requirements
- communicated effectively with others in the work area
- shut down, de-energised and isolated machine in line with workplace procedures and operator’s manual
- carried out routine maintenance on crawler tractor parts.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- information and requirements contained in a production plan and site safety and environmental management plans

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- hazardous or safe working zones in forest harvesting operations
- health and operational hazards or risks related to crawler tractor operations and factors that can change or introduce new hazards
- industry-accepted work health and safety risk control measures, legal obligations of the current Work Health and Safety Acts or Occupational Health and Safety Acts and regulations, and requirements of industry standards and/or codes of practice for crawler tractor operations as outlined in workplace procedures and production plan
- industry-accepted warning signs, their correct positioning, vehicle-to-vehicle communication systems and procedures to maintain communication and work safety during crawler tractor operations
- required emergency response procedure including firefighting resources and emergency response
- potential impacts of crawler tractor operations on onsite and offsite environmental values including cultural heritage, flora, fauna, ground compaction, water contamination and soil erosion
- industry-accepted environmental control measures, environmental restrictions, legal obligations of the current Environment Protection Acts and regulations and requirements of industry standards and/or codes of practice for crawler tractor operations as outlined in workplace procedures and production plan
- landings usage
- typical location of loading and/or landing site
- tree felling patterns
- extraction methods
- wood flow requirements and extraction and production bottlenecks particular to a production system
- techniques particular to a production system to avoid mechanical damage to stems and logs during moving and stacking; position and stack logs for efficient extraction
- effects of weather on ground conditions
- effects of slope and terrain conditions on crawler tractor stability and operation
- machine specifications, restrictions, applications and safe operating procedures, including stability and operation in different terrain conditions, slopes and road types and methods to shut down, de-energise and isolate the machine as outlined in workplace procedures or operator’s manual
- using machine cabin controls
- techniques for safe and efficient driving of crawler tractor
- methods to conduct machine pre-operational checks and detect faults as outlined in workplace procedures or operator’s manual
- location of machine’s major mechanical systems and parts of the machine in which energy is stored as outlined in operator manuals for safe and efficient conduct of the machine operator maintenance tasks
- machine maintenance and servicing requirements as outlined in user and operator manuals
- industry-accepted reporting requirements regarding site, incident and hazard, personal reporting, check-in, production, machine maintenance and block completion.

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Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a forest harvesting site or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - crawler tractor
  - suitable stems/logs and/or slash to be moved
  - personal protective equipment required in harvesting operations
  - vehicle-to-vehicle communication system
- specifications:
  - access to workplace policies and procedures which cover current Work Health and Safety Acts or Occupation Health and Safety Acts, regulations and related industry standards and codes of practice applicable to forest harvesting operations
  - access to workplace policies and procedures which cover current Environment Protection Acts, regulations and related industry standards and codes of practice applicable to forest harvesting operations
  - access to production plan and site safety and environmental management plans
  - access to site emergency procedure
  - access to workplace standard operating procedures for single grip harvester or operator’s manual
  - access to user manual for vehicle-to-vehicle communication system

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPHAR3225 Operate excavator with log grapple

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 3.0.

Application

This unit of competency describes the skills and knowledge required to operate an excavator with log grapple for log production and use optimised production processes in a commercial forest harvesting environment. The main job functions are to load logs on trucks and/or sort log stacks at roadside or landing area for transportation. Other functions include slash removal. Activities are to be conducted safely and efficiently.

The unit applies to individuals who work as excavator with log grapple operators in small or larger harvesting crews. Operators generally work under broad direction to complete routine activities related to crawler tractor operations and take responsibility for their work.

This unit does not apply to excavator operations that undertake dogging, rigging and/or scaffolding work.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Harvesting (HAR)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan and prepare to operate an excavator	1.1 Review production plan, confirm its targets for felling and processing and assess wood flow requirements to ensure efficient

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
with log grapple	machine operations and overall productivity 1.2 Confirm type, size and quantity of logs or slash to be grappled, to ensure that loads and machine are in line with safe working requirements and industry standards for operations 1.3 Confirm, identify and report health, safety, environmental and heritage risks of operation in line with standard operating procedures and site safety and environmental management plans 1.4 Apply risk control measures in line with standard operating procedures, site operational plan, legislative requirements and industry standards to eliminate or minimise risks 1.5 Identify emergency plan procedures to follow in the event of an emergency 1.6 Use production plan to identify layout of landing or roadside area and access to logs for efficient process and minimum interference with other forestry operations 1.7 Assess terrain characteristics to establish machine stability 1.8 Carry out pre-operational checks on machine to ensure optimal production performance and operational effectiveness in line with workplace procedures or manufacturers' recommendations
2. Operate excavator with log grapple to load log trucks and/or sort log stacks	2.1 Use industry-accepted warning signs, vehicle-to-vehicle communication systems and procedures to maintain communication and workplace safety during operation 2.2 Position excavator with log grapple for stability and safe access to logs by adjusting the technique in response to terrain conditions 2.3 Use machine cabin controls to grapple bunches of logs / slash and load trucks and/or sort stacks and ensure bunch size is suited to the log grapple capacity and terrain conditions 2.4 Systematically load trucks and/or construct log/slash stacks using handling techniques to avoid log damage and ensure safety and stability of truck and/or stacks 2.5 Use appropriate techniques to maintain log product separation in the truck when multiple product grades are loaded or in line with the production plan requirements 2.6 Drive the machine and manoeuvre log grapple safely and efficiently to avoid logs, machine and environmental damage 2.7 Ensure all merchantable product and/or slash from the site is

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	loaded or sorted in line with the production plan requirements
3. Segregate and stack stems and/or logs	3.1 Visually assess and measure products for size, species and quality characteristics at the felling site and during stacking at the roadside or landing bay to ensure they are placed in the appropriate stack and in line with the production plan requirements 3.2 Mark and report logs that cannot be clearly and safely assessed in line with the production plan requirements 3.3 Position and construct stacks of stems or logs to avoid product damage, provide stability, restrict height for efficient extraction and facilitate safe access and conduct of other landing and machine operation in line with worksite layout and production plan requirements 3.4 Maintain stack separation and identification to ensure products are correctly presented on roadside and/or landing bay for an optimum transport and logistics cycle time in line with industry standards and production plan requirements 3.5 Clean area of all debris resulting from excavator with log grapple operation, in line with resource management policies
4. Carry out machine operator maintenance	4.1 Park, shut-down, de-energise and isolate excavator with log grapple in line with workplace procedures or manufacturers' recommendations 4.2 Clean, check and carry out routine maintenance tasks on excavator with log grapple to maintain optimum operational performance 4.3 Identify and report machine faults, malfunctions or problems in line with workplace procedures or manufacturers' recommendations 4.4 Clean work area and dispose of or recycle waste materials in line with site environmental management plan 4.5 Record excavator with log grapple operations and maintenance activities

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

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Skill	Description
Reading	• read production plans, site safety and environmental management plans in a forest harvesting environment • read standard operating procedures and/or manufacturers' instructions for the operation of forest harvesting machinery
Writing	• record operation, production and machine maintenance on paper based or electronic media
Oral Communication	• interact verbally and non-verbally using agreed systems and processes to communicate with others on site to ensure safe and effective machine operations • use appropriate vocabulary including technical language directly relevant to role
Numeracy	• interpret gauges relevant to safe operation of harvesting machinery • determine construction of stable log stack • estimate the weight of logs to determine loading requirements and compliance to machine specifications
Navigate the world of work	• understand main tasks, responsibilities and boundaries of own role
Interact with others	• use modes of communication suitable to purpose to confirm and clarify understanding • communicate and report operational and safety information to on-site personnel
Get the work done	• recognise and respond to routine problems • plan and organise own work activities and resources

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPHAR3225 Operate excavator with log grapple	FWPHAR3219 Conduct excavator operations with grabs	Significant changes to reflect industry requirements for a safe, appropriate and efficient operation, including product quality. A new element and new PCs were added, most PCs were edited and PE and KE increased in content to	No equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
		map against the revised PCs. Additional foundation skills identified. Code and title change for consistency with industry terminology and other machine operation units.	

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPHAR3225 Operate excavator with log grapple

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 3.0.

Performance Evidence

An individual demonstrating competency must satisfy all the elements and performance criteria of this unit. There must be evidence that, on at least one occasion, the individual has:

- planned, prepared and safely and effectively operated an excavator with log grapple, to load logs/slash on trucks and/or sort and stack logs in line with a production plan
- checked risks associated with the operation and applied standard operating procedure
- followed production plan requirements and site safety and environmental management plan
- determined suitability and stability of the machine for operation by considering machine specifications, terrain characteristics and type and size of logs to be grappled
- adjusted machine positioning technique in response to terrain conditions
- demonstrated knowledge of log species, quality characteristics and defects in line with the production plan requirements
- applied machine techniques to drive, grapple, load and/or stack logs or slash and minimise damage to products, machine and surrounding environment in line with the production plan requirements
- placed, stacked and presented products for efficient transportation and identification in line with the production plan requirements
- communicated effectively with others in the work area
- shut down, de-energised and isolated machine in line with workplace procedures and operator’s manual
- carried out routine maintenance on the machine.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- information and requirements contained in a production plan and site safety and environmental management plans
- hazardous or safe working zones in forest harvesting operations

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- health and operational hazards or risks related to excavator with log grapple and factors that can change or introduce new hazards
- industry-accepted work health and safety risk control measures, legal obligations of the current Work Health and Safety Acts or Occupational Health and Safety Acts and regulations and requirements of industry standards and/or codes of practice for excavator with log grapple operations as outlined in workplace procedures and production plan
- industry-accepted warning signs, their correct positioning, vehicle-to-vehicle communication systems and procedures to maintain communication and work safety during operations
- required emergency response procedure, including firefighting resources and emergency response
- potential impact of excavator with log grapple operations on onsite and offsite environmental values including cultural heritage, flora, fauna, ground compaction, water contamination and soil erosion
- industry-accepted environmental control measures, restrictions, legal obligations of the current Environment Protection Acts and regulations and requirements of industry standards and/or codes of practice for excavator with log grapple operations as outlined in workplace procedures and production plan
- landings usage
- wood flow requirements and extraction and production bottlenecks particular to a production system
- log species, quality characteristics and defects particular to the site and production system
- regional quality requirements for log products with particular end uses, markets, and values
- maximum log damage or defect and minimum quality allowances particular to a production system
- techniques particular to a production system to avoid mechanical damage to logs during grappling, loading and stacking; separate and present logs for efficient transportation and identification of the product
- effects of weather on ground conditions
- effects of terrain conditions on machine stability and operation
- machine specifications, restrictions and safe operating procedures, including stability and operation in different terrain conditions, slopes and road types and methods to shut down, de-energise and isolate the machine as outlined in workplace procedures or operator's manual
- using machine cabin controls
- techniques for safe and efficient driving of the machine during operation
- methods to conduct machine pre-operational checks and detect faults as outlined in workplace procedures or operator's manual
- location of machine's major mechanical systems and parts of the machine in which energy is stored as outlined in operator manuals for safe and efficient conduct of the machine operator maintenance tasks
- machine maintenance and servicing requirements, as outlined in workplace procedures or operator's manual

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- industry-accepted reporting requirements regarding site, incident and hazard, personal reporting, check-in, production, machine maintenance and block completion.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a forest harvesting site or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - excavator with log grapple
  - logs/slash for loading and/or segregation and stacking
  - personal protective equipment required in harvesting operations
  - vehicle-to-vehicle communication system
- specifications:
  - access to workplace policies and procedures which cover current Work Health and Safety Acts or Occupation Health and Safety Acts, regulations and related industry standards and codes of practice applicable to forest harvesting operations
  - access to workplace policies and procedures which cover current Environment Protection Acts, regulations and related industry standards and codes of practice applicable to forest harvesting operations
  - access to production plan, site operational plan and safety and environmental management plans
  - access to site emergency procedure
  - access to workplace standard operating procedures for excavator with log grapple or operator's manual
  - access to user manual for vehicle-to-vehicle communication unit

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPHAR3226 Operate feller buncher

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 3.0.

Application

This unit of competency describes the skills and knowledge required to operate a feller buncher for log production and use optimised production processes in a commercial forest harvesting environment. The main job functions are to fell trees and pre-bunch stems for further processing. Activities are to be conducted safely and to ensure optimal harvesting production.

The unit applies to individuals who work as feller buncher operators in small or larger harvesting crews. Operators generally work under broad direction to complete routine activities related to harvesting operations and take responsibility for their work.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Competency Field

Nil

Unit Sector

Harvesting (HAR)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan and prepare to operate a feller buncher	1.1 Review production plan, confirm its targets for felling and processing and assess wood flow requirements to ensure efficient machine operation and overall productivity 1.2 Confirm, identify and report health, safety, environmental and

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	heritage risks of operation in line with standard operating procedures and site safety and environmental management plans 1.3 Apply risk control measures in line with standard operating procedures, site operational plan, legislative requirements and industry standards to eliminate or minimise risks 1.4 Identify emergency plan procedures to follow in the event of an emergency 1.5 Use production plans to identify entry points to the coupe, access to trees, extraction routes and directions to landings to facilitate an efficient process and minimise interference with other forestry operations 1.6 Check work area to ensure there is appropriate space to safely manoeuvre both the machine and stems 1.7 Identify cutting sequence and felling directions to minimise damage to the trees and the surrounding environment in line with the production plan 1.8 Carry out pre-operational checks on machine and cutting head attachment in line with workplace procedures or manufacturers' recommendations to ensure optimal production performance and operational effectiveness
2. Operate feller buncher	2.1 Use industry-accepted warning signs, vehicle-to-vehicle communication systems and procedures to maintain communication and workplace safety during operation 2.2 Assess individual trees to determine the best machine position, fall direction, hazards, placement of cuts and tree quality grade 2.3 Drive and position the machine and felling head in response to tree characteristics and terrain conditions to ensure stability 2.4 Use cabin controls to clamp and cut stems in line with cutting instructions and/or production plan and value recovery requirements 2.5 Adjust clamping and cutting techniques in response to unexpected characteristics, movement or condition of tree 2.6 Use controlled manipulation of equipment to free tree hang ups while ensuring safety and minimising damage to the trees, the machine and the environment 2.7 Place stems at pre-bunching site and ensure minimal damage to stems and surrounding environment 2.8 Move machine over pre-arranged routes to eliminate or minimise

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	environmental impact
3. Segregate and stack stems	3.1 Visually assess stems for size species and quality characteristics during stacking at the pre-bunching site to ensure they are placed in the appropriate stack for transport and further processing in line with the production plan requirements 3.2 Position and pre-bunch stems to avoid stem damage, provide stability, restrict height for efficient extraction and allow space for the conduct of other operations in line with worksite layout and production plan requirements 3.3 Maintain stack separation and identification to ensure products are presented for optimum transport and logistics cycle time in line with industry standards and production plan requirements
4 Carry out machine operator maintenance	4.1 Park, shut-down, de-energise and isolate feller buncher in line with workplace procedures or manufacturers' recommendations 4.2 Clean, check and carry out routine maintenance tasks on feller buncher to maintain optimum performance 4.3 Inspect the machine and cutting head attachment for signs of damage and report faults, malfunctions or problems in line with workplace procedures and manufacturers' recommendations 4.4 Clean work area and dispose of or recycle waste materials in line with site environmental management plan 4.5 Record feller buncher operations and maintenance activities

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• read production plans, site safety and environmental management plans in a forest harvesting environment • read standard operating procedures and/or manufacturers' instructions for the operation of forest harvesting machinery
Writing	• record operation, production and machine maintenance on paper

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Skill	Description
	based or electronic media
Oral Communication	• interact verbally and non-verbally using agreed systems and processes to communicate with others on site to ensure safe and effective machine operations • use appropriate vocabulary including technical language directly relevant to role
Numeracy	• interpret gauges relevant to safe operation of harvesting machinery
Navigate the world of work	• understand main tasks, responsibilities and boundaries of own role
Interact with others	• use modes of communication suitable to purpose to confirm and clarify understanding • communicate and report operational and safety information to on-site personnel
Get the work done	• recognise and respond to routine problems • plan and organise own work activities and resources

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPHAR3226 Operate feller buncher	FWPHAR3207 Conduct feller buncher operations	Significant changes to reflect industry requirements for a safe appropriate and efficient operation, including value recovery and product quality. A new element and new PCs were added, most PCs were edited and PE and KE increased in content to map against the revised PCs. Additional foundation skills identified. Code and title change for consistency with other machine	No equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
		operation units.	

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPHAR3226 Operate feller buncher

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 3.0.

Performance Evidence

An individual demonstrating competency must satisfy all the elements and performance criteria of this unit. There must be evidence that, on at least one occasion, the individual has:

- planned, prepared and safely and effectively operated a feller buncher to fell trees and pre-bunch stems in line with cutting instructions and/or the production plan and optimum value recovery requirements
- checked risks associated with the operation and applied standard operating procedures
- followed production plan requirements, cutting instructions and site safety and environmental management plan
- planned cutting sequence
- adjusted machine driving and positioning technique in response to tree characteristics and terrain conditions
- applied felling techniques to minimise damage to the stem, standing trees, machine and environment in line with the production plan requirements
- adjusted operating techniques in response to unexpected characteristics, movement or condition of tree
- applied knowledge of tree species, quality characteristics and defects during operation in line with the production plan requirements
- positioned, stacked and presented stems for efficient transportation and identification in line with the production plan requirements
- communicated effectively with others in the work area
- shut down, de-energised and isolated machine in line with workplace procedures and operator’s manual
- carried out routine maintenance on feller buncher.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

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- information and requirements contained in a production plan, cutting instructions and site safety and environmental management plans
- hazardous or safe working zones in forest harvesting operations
- health and operational hazards or risks related to feller buncher operations and factors that can change or introduce new hazards or risks, including characteristics of difficult trees and risks associated with falling them safely
- industry-accepted work health and safety risk control measures, legal obligations of the current Work Health and Safety Acts or Occupational Health and Safety Acts and regulations and requirements of industry standards and/or codes of practice for feller buncher operations as outlined in workplace procedures and production plan
- industry-accepted warning signs, their correct positioning, vehicle-to-vehicle communication systems and procedures to maintain communication and work safety during feller buncher operations
- required emergency response procedure including firefighting resources and emergency response
- potential impacts of feller buncher operations on onsite and offsite environmental values, including cultural heritage, flora, fauna, ground compaction, water contamination and soil erosion
- industry-accepted environmental control measures, environmental restrictions, legal obligations of current Environment Protection Acts and regulations and requirements of industry standards and/or codes of practice for feller buncher operations as outlined in workplace procedures and production plan
- typical location of loading and/or landing site
- extraction methods
- wood flow requirements and extraction and production bottlenecks particular to a production system
- tree species, quality characteristics, shape and defects particular to the site and production system
- regional quality requirements for log products with particular end uses, markets and values
- maximum stump height requirements and methods to achieve maximum stump height in response to unexpected characteristics or condition of the trees and ground level
- maximum stem damage and defect allowance and minimum quality allowance particular to a production system
- techniques particular to a production system to avoid mechanical damage to, or breakage of, stems and standing trees during operation; avoid incorrect or excessive log butting; stack, separate and present logs for efficient transportation and identification of the product
- effects of weather on ground conditions
- effects of slope and terrain conditions on feller buncher stability and operation
- machine specifications, restrictions and safe operating procedures, including stability and operation in different terrain conditions, slopes and road types, chain shot rules, methods to shut down, de-energise and isolate the machine and optimal direction of travel as outlined in workplace procedures or operator’s manual
- using machine cabin controls

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- techniques for safe and efficient driving of feller buncher
- location of machine's major mechanical systems and parts of the machine in which energy is stored as outlined in operator manuals for safe and efficient conduct of the machine operator maintenance tasks
- method to conduct machine and cutting head attachment pre-operational checks and inspections to detect faults as outlined in workplace procedures or operator's manual
- machine maintenance and servicing requirements as outlined workplace procedures or operator's manual
- industry-accepted reporting requirements regarding site, incident and hazard, personal reporting, check-in, production, machine maintenance and block completion.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a forest harvesting site or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - feller buncher
  - suitable trees to fell
  - personal protective equipment required in harvesting operations
  - vehicle-to-vehicle communication system
- specifications:
  - access to workplace policies and procedures which cover current Work Health and Safety Acts or Occupational Health and Safety Acts, regulations and related industry standards and codes of practice applicable to forest harvesting operations
  - access to workplace policies and procedures which cover current Environment Protection Acts, regulations and related industry standards and codes of practice applicable to forest harvesting operations
  - access to production plan, cutting instructions and safety and environmental management plans
  - access to site emergency procedure
  - access to workplace safety procedures for operating single grip harvester or operator's manual
  - access to user manual for vehicle-to-vehicle communication unit.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPHAR3227 Operate forwarder

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 3.0.

Application

This unit of competency describes the skills and knowledge required to operate a forwarder for log production and use optimised production processes in a commercial forest harvesting environment. The main job functions are to load logs at felling or pre-bunching sites, transport and unload logs at a mill or landing area. Activities are to be conducted safely and efficiently.

The unit applies to individuals who work as forwarder operators in small to large harvesting crews. Operators generally work under broad direction to complete routine activities related to forwarding operations and take responsibility for their work.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Harvesting (HAR)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan and prepare to operate a forwarder	1.1 Review production plan, confirm its targets for felling and processing and assess wood flow requirements to ensure efficient machine operation and overall productivity 1.2 Confirm type, size and quantity of logs to be moved with

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	forwarder to ensure that the load and the machine are in line with safe working requirements and industry standards for operation 1.3 Confirm, identify and report health, safety, environmental and heritage risks of operation in line with standard operating procedures and site safety and environmental management plans 1.4 Apply risk control measures in line with standard operating procedures, site operational plan, legislative requirements and industry standards to eliminate or minimise risks 1.5 Identify emergency plan procedures to follow in the event of an emergency 1.6 Use production plan to identify entry points to the coupe, extraction routes and directions to the landing or other locations for efficient extraction of logs, minimum environmental impact and interference with other forestry operations 1.7 Assess terrain characteristics to establish machine stability 1.8 Carry out pre-operational checks on machine in line with workplace procedures or manufacturers' recommendations to ensure optimal production performance and operational effectiveness
2. Operate forwarder for loading	2.1 Use industry-accepted warning signs, vehicle-to-vehicle communication systems and procedures to maintain communication and workplace safety during operation 2.2 Drive and position forwarder for stability, safe access to logs and within reach of the crane and adjust the technique in response to terrain conditions 2.3 Use cabin controls to operate the crane to load the rear bunk by aligning and grappling logs to create a stable load 2.4 Systematically load logs into the bunk by using handling techniques to avoid log damage in line with the production plan requirements 2.5 Use techniques to maintain product separation in the bunk when multiple product grades are loaded or in line with the production plan requirements
3. Operate forwarder for transporting and unloading	3.1 Use techniques and appropriate equipment to restrain load in line with positioning and stability requirements for transportation 3.2 Line up the crane behind the forwarder and drive to the mill or landing site efficiently and safely to avoid damage to logs and

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	equipment 3.3 Unload logs into safe and stable stacks at landing area or directly onto a truck 3.4 Recover all merchantable product from site in line with the production plan requirements
4. Segregate and stack logs	4.1 Visually assess logs for size, species and quality characteristics during loading at the felling site and unloading at the landing bay to ensure they are placed in the appropriate stack and in line with the production plan requirements 4.2 Mark and report logs that cannot be clearly and safely assessed in line with the production plan requirements 4.3 Position and construct log stacks to avoid log damage, provide stability, restrict height and facilitate safe access and conduct of other landing and equipment operations in line with planned worksite layout 4.4 Maintain stack separation and identification to ensure products are presented for an optimum transport and logistics cycle time and are in line with industry standards and production plan requirements 4.5 Clean area of all debris resulting from loading and unloading operations in line with resource management policies
5. Carry out machine operator maintenance	5.1 Park, shut-down, de-energise and isolate forwarder in line with workplace procedures or manufacturers' recommendations 5.2 Clean, check and carry out routine maintenance tasks on forwarder and equipment to maintain optimum operational performance 5.3 Identify and report machine and equipment faults, malfunctions or problems in line with workplace procedures or manufacturers' recommendations 5.4 Clean work area and dispose of or recycle waste materials in line with site environmental management plan 5.5 Record forwarder operations and maintenance activities

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

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Skill	Description
Reading	• read production plans, site safety and environmental management plans in a forest harvesting environment • read standard operating procedures and/or manufacturers' instructions for the operation of forest harvesting machinery
Writing	• record operation, production and machine maintenance on paper based or electronic media
Oral Communication	• interact verbally and non-verbally using agreed systems and processes to communicate with others on site to ensure safe and effective forwarder operations • use appropriate vocabulary including technical language directly relevant to role
Numeracy	• interpret gauges relevant to safe operation of harvesting machinery • determine construction of stable log stack • estimate the weight of logs to determine loading requirements and compliance to load plate specifications
Navigate the world of work	• understand main tasks, responsibilities and boundaries of own role
Interact with others	• use modes of communication suitable to purpose to confirm and clarify understanding • communicate and report operational and safety information to on-site personnel
Get the work done	• recognise and respond to routine problems • plan and organise own work activities and resources

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPHAR3227 Operate forwarder	FWPHAR3206 Conduct forwarder operations	Significant changes to reflect industry requirements for a safe, appropriate and efficient operation, including product quality. A new element and new PCs were added, most PCs were edited and PE and KE increased in content to	No equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
		map against the revised PCs. Additional foundation skills identified. Code and title change to reflect outcomes of unit and consistency with other machine operation units.	

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPHAR3227 Operate forwarder

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 3.0.

Performance Evidence

An individual demonstrating competency must satisfy all the elements and performance criteria of this unit. There must be evidence that, on at least one occasion, the individual has:

- planned, prepared and safely and effectively operated a forwarder and equipment to load, transport and unload logs in stacks and/or on a truck
- checked risks associated with the operation and apply standard operating procedures
- followed production plan requirements and site safety and environmental management plan
- determined suitability and stability of forwarder for operation and safe working load limits, by considering capacity and limitation of machine, terrain characteristics and type, size and quantity of logs to be loaded
- adjusted machine driving and positioning techniques in response to terrain conditions
- applied loading, unloading and driving techniques to minimise damage to logs, standing trees, machine and environment in line with the production plan requirements
- placed, stacked and presented logs for efficient transportation and identification in line with the production plan requirements
- communicated effectively with others in the work area
- shut down, de-energised and isolated machine in line with workplace procedures and operator’s manual
- carried out routine maintenance on forwarder parts.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- information and requirements contained in a production plan and site safety and environmental management plans
- hazardous or safe working zones in forest harvesting operations
- health and operational hazards or risks related to forwarder operations and factors that can change or introduce new hazards

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- industry-accepted work health and safety risk control measures, legal obligations of the current Work Health and Safety Acts or Occupational Health and Safety Acts and regulations and requirements of industry standards and/or codes of practice for single grip harvesting operations as outlined in workplace procedures and production plan
- industry-accepted warning signs, their correct positioning, vehicle-to-vehicle communication systems and procedures to maintain communication and workplace safety during forwarder operations
- required emergency response procedure including firefighting resources and emergency response
- potential impacts of forwarder operations on onsite and offsite environmental values including cultural heritage, flora, fauna, ground compaction, water contamination and soil erosion
- industry-accepted environmental control measures, environmental restrictions, legal obligations of current Environment Protection Acts and regulations and requirements of industry standards and/or codes of practice for forwarder operations as outlined in workplace procedures and production plan
- landings usage, typical location of loading and/or landing site
- extraction methods for tree felling patterns
- wood flow requirements and extraction and production bottlenecks particular to a production system
- effects of weather on ground conditions
- effects of slope and terrain conditions on forwarder stability and operation
- log species, quality characteristics and defects particular to the site and production system
- regional quality requirements for log products with particular end uses, markets and values
- maximum log damage or defects and minimum quality allowances particular to a production system
- techniques particular to a production system to avoid mechanical damage to logs during loading, unloading and stacking; separate and present logs for efficient transportation and identification of the product
- machine specifications, restrictions and safe operating procedures including stability and operation in different terrain conditions, slopes and road types and methods to shut down, de-energise and isolate the machine as outlined in workplace procedures or operator's manual
- using machine cabin controls
- techniques to restrain logs safely
- techniques for safe and efficient driving of forwarder to landing area or the mill
- location of machine's major mechanical systems and parts of the machine in which energy is stored as outlined in operator manuals for safe and efficient conduct of the machine operator maintenance tasks
- methods to conduct machine pre-operational checks and detect faults as outlined in workplace procedures or operator's manual
- machine maintenance and servicing requirements as outlined in workplace procedures or operator's manual

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- industry-accepted reporting requirements regarding site, incident and hazard, personal reporting, check-in, production, machine maintenance and block completion.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a forest harvesting site or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - forwarder
  - suitable logs to load, unload and stack
  - personal protective equipment required in harvesting operations
  - vehicle-to-vehicle communication systems
- specifications:
  - access to workplace policies and procedures which cover current Work Health and Safety Acts or Occupational Health and Safety Acts , regulations and related industry standards and codes of practice applicable to forest harvesting operations
  - access to workplace policies and procedures which cover current Environment Protection Acts, regulations and related industry standards and codes of practice applicable to forest harvesting operations
  - access to production plan and safety and environmental management plans
  - access to site emergency procedure
  - access to workplace safety procedures for operating single grip harvester or operator's manual
  - access to user manual for vehicle-to-vehicle communication system.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPHAR3228 Operate loader

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 3.0.

Application

This unit of competency describes the skills and knowledge required to operate an articulated front-end wheel loader for log production and use optimised production processes in a commercial forest harvesting environment. The main job functions are to load log trucks and/or sort log stacks at roadside or landing area for transportation. Other functions include slash removal. Activities are to be conducted safely and efficiently.

The unit applies to individuals who work as loader operators in small or larger harvesting crews. Operators generally work under broad direction to complete routine activities related to crawler tractor operations and take responsibility for their work.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Harvesting (HAR)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan and prepare to operate a loader	1.1 Review production plan, confirm its targets for felling and processing and assess wood flow requirements to ensure efficient machine operation and overall productivity 1.2 Confirm type, size and quantity of logs or slash to be clamped to

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	ensure that loads and machine are in line with safe working requirements and industry standards for operations 1.3 Confirm, identify and report health, safety, environmental and heritage risks of operation in line with standard operating procedures and site safety and environmental management plans 1.4 Apply risk control measures in line with standard operating procedures, site operational plan, legislative requirements and industry standards to eliminate or minimise risks 1.5 Identify emergency plan procedures to follow in the event of an emergency 1.6 Use production plan to identify layout of landing or roadside area and access to logs for efficient process and minimum interference with other forestry operations 1.7 Assess terrain characteristics to establish machine stability 1.8 Carry out pre-operational checks on machine in line with workplace procedures or manufacturers' recommendations to ensure optimal production performance and operational effectiveness
2. Operate loader to load log trucks and/or sort log stacks	2.1 Use industry-accepted warning signs, vehicle-to-vehicle communication systems and procedures to maintain communication and workplace safety during operation 2.2 Position loader for stability and safe access to logs/slash, by adjusting the technique in response to terrain conditions 2.3 Use machine cabin controls to clamp bunches of logs/slash, and load trucks and/or sort stacks, while ensuring that the bunch size is suited to the log clamp capacity and terrain conditions 2.4 Systematically load trucks and/or construct log/slash stacks by using handling techniques to avoid log damage in line with the production plan requirements and ensure safety and stability of truck and/or stacks 2.5 Use appropriate techniques to maintain log product separation in the truck when multiple product grades are loaded or in line with the production plan requirements 2.6 Drive the machine and manoeuvre log clamp safely and efficiently to avoid logs, machine and environment damage in line with the production plan requirements 2.7 Ensure all merchantable product and/or slash from the site is loaded or sorted in line with the production plan requirements

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
3. Segregate and stack stems and/or logs	3.1 Visually assess and measure products for size, species and quality characteristics at the felling site and during staking at the roadside or landing bay, to ensure they are placed in the appropriate stack and in line with the production plan requirements 3.2 Mark and report logs that cannot be clearly and safely assessed in line with the production plan requirements 3.3 Position and construct stacks of stems or logs to avoid product damage, provide stability, restrict height for efficient extraction and facilitate safe access and conduct of other landing and machine operations in line with worksite layout and production plan requirements 3.4 Maintain stack separation and identification to ensure products are correctly presented on roadside and/or landing bay for an optimum transport and logistics cycle time in line with industry standards and production plan requirements 3.5 Clean area of all debris resulting from loader operation in line with resource management policies
4. Carry out machine operator maintenance	4.1 Park, shut-down, de-energise and isolate loader in line with workplace procedures or manufacturers' recommendations 4.2 Clean, check and carry out routine maintenance tasks on loader to maintain optimum operational performance 4.3 Identify and report machine faults, malfunctions or problems in line with workplace procedures or manufacturers' recommendations 4.4 Clean work area and dispose of or recycle waste materials in line with site environmental management plan 4.5 Record loader operations and maintenance activities

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• read production plans, site safety and environmental management

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Skill	Description
	plans in a forest harvesting environment • read standard operating procedures and/or manufacturers' instructions for the operation of forest harvesting machinery
Writing	• record operation, production and machine maintenance on paper based or electronic media
Oral Communication	• interact verbally and non-verbally using agreed systems and processes to communicate with others on site to ensure safe and effective machine operations • use appropriate vocabulary, including technical language directly relevant to role
Numeracy	• interpret gauges relevant to safe operation of harvesting machinery • determine construction of stable log stack • estimate the weight of logs to determine loading requirements and compliance to machine specifications
Navigate the world of work	• understand main tasks, responsibilities and boundaries of own role
Interact with others	• use modes of communication suitable to purpose to confirm and clarify understanding • communicate and report operational and safety information to on-site personnel
Get the work done	• recognise and respond to routine problems • plan and organise own work activities and resources

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPHAR3228 Operate loader	FWPHAR3218 Conduct loader operations	Significant changes to reflect industry requirements for a safe, appropriate and efficient operation, including product quality. A new element and new PCs were added, most PCs were edited and PE and KE increased in content to map against the revised	No equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
		PCs. Additional foundation skills identified. Code and title change for consistency with other machine operation units.	

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPHAR3228 Operate loader

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 3.0.

Performance Evidence

An individual demonstrating competency must satisfy all the elements and performance criteria of this unit. There must be evidence that, on at least one occasion, the individual has:

- planned, prepared and safely and effectively operated loader to load logs/slash on trucks and/or sort and stack logs in line with a production plan
- checked risks associated with the operation and applied standard operating procedures
- followed the production plan requirements and site safety and environmental management plans
- determined suitability and stability of the machine for operation by considering machine specifications, terrain characteristics and type and size of logs to be clamped
- adjusted machine positioning technique in response to terrain conditions
- demonstrated knowledge of log species, quality characteristics and defects in line with the production plan requirements
- applied machine techniques to drive, clamp, load and/or stack logs or slash and minimise damage to products, machine and surrounding environment in line with the production plan requirements
- placed, stacked and presented products for efficient transportation and identification in line with the production plan requirements
- shut down, de-energised and isolated machine in line with workplace procedures and operator's manual
- carried out routine maintenance on the machine.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- information and requirements contained in a production plan and site safety and environmental management plans
- hazardous or safe working zones in forest harvesting operations
- health and operational hazards or risks related to loader and factors that can change or introduce new hazards

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- industry-accepted work health and safety risk control measures, legal obligations of the current Work Health and Safety Acts or Occupational Health and Safety Acts and regulations and requirements of industry standards and/or codes of practice for loader operations as outlined in workplace procedures and production plan
- industry-accepted warning signs, their correct positioning, vehicle-to-vehicle communication systems and procedures to maintain communication and work safety during operations
- required emergency response procedure, including firefighting resources and emergency response
- potential impacts of loader operations on onsite and offsite environmental values, including cultural heritage, flora, fauna, ground compaction, water contamination and soil erosion
- industry-accepted environmental control measures, restrictions, legal obligations of the current Environment Protection Acts and regulations and requirements of industry standards and/or codes of practice for loader operations as outlined in workplace procedures and production plan
- landings usage
- wood flow requirements and extraction and production bottlenecks particular to a production system
- log species, quality characteristics and defects particular to the site and production system
- regional quality requirements for log products with particular end uses, markets and values
- maximum log damage or defect and minimum quality allowances particular to a production system
- techniques particular to a production system to avoid mechanical damage to logs during grappling, loading and stacking; separate and present logs for efficient transportation and identification of the product
- effects of weather on ground conditions
- effects of terrain conditions on machine stability and operation
- machine specifications, restrictions and safe operating procedures, including stability and operation in different terrain conditions, slopes and road types and methods to shut down, de-energise and isolate the machine as outlined in workplace procedures or operator's manual
- using machine cabin controls
- techniques for safe and efficient driving of the machine during operation
- methods to conduct machine pre-operational checks and detect faults, as outlined in workplace procedures or operator's manual
- location of machine's major mechanical systems and parts of the machine in which energy is stored, as outlined in operator manuals for safe and efficient conduct of the machine operator maintenance tasks
- machine maintenance and servicing requirements as outlined in workplace procedures or operator's manual
- industry-accepted reporting requirements regarding site, incident and hazard, personal reporting, check-in, production, machine maintenance and block completion.

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Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a forest harvesting site or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - loader
  - logs/slash for loading and/or segregation and stacking
  - personal protective equipment required in harvesting operations
  - vehicle-to-vehicle communication system
- specifications:
  - access to workplace policies and procedures which cover current Work Health and Safety Acts or Occupation Health and Safety Acts, regulations and related industry standards and codes of practice applicable to forest harvesting operations
  - access to workplace policies and procedures which cover current Environment Protection Acts, regulations and related industry standards and codes of practice applicable to forest harvesting operations
  - access to production plan, operational plan and safety and environmental management plans
  - access to site emergency procedure
  - access to workplace standard operating procedures for loader or operator's manual
  - access to user manual for vehicle-to-vehicle communication system.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPHAR3229 Operate single grip harvester

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 3.0.

Application

This unit of competency describes the skills and knowledge required to operate a single grip harvester for log production and use optimised production processes in a commercial forest harvesting environment. The main job functions are to fell trees, delimb, cut stems to optimum value and segregate log products. Activities are to be conducted safely and to ensure optimal value recovery and extraction of logs.

The unit applies to individuals who work as single grip harvester operators in small or larger harvesting crews. Operators generally work under broad direction to complete routine activities related to harvesting operations and take responsibility for their work.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Harvesting (HAR)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan and prepare to operate a single grip harvester	1.1 Review production plan, confirm its targets for felling and processing and assess wood flow requirements to ensure efficient machine operation and overall productivity 1.2 Confirm, identify and report health, safety, environmental and

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	heritage risks of operation in line with standard operating procedures and site safety and environmental management plans 1.3 Apply risk control measures in line with standard operating procedures, site operational plan, legislative requirements and industry standards to eliminate or minimise risks 1.4 Identify emergency plan procedures to follow in the event of an emergency 1.5 Use production plan to identify entry points to the coupe, access to tree, extraction routes and directions to landings to facilitate an efficient process and minimise interference with other forestry operations 1.6 Check work area to ensure there is appropriate space to safely manoeuvre both the machine and stems, stockpile processed logs and store or dispose of stem waste and tops according to production plan 1.7 Assess terrain characteristics to establish machine stability 1.8 Identify cutting sequence and felling directions to minimise damage to the trees and the surrounding environment in line with the production plan 1.9 Use log cutting instructions and/or production plan to determine the product types and quality parameters to be produced 1.10 Carry out pre-operational checks on machine in line with workplace procedures or manufacturers' recommendations to ensure optimal production performance and operational effectiveness
2. Operate single grip harvester	2.1 Use industry-accepted warning signs, vehicle-to-vehicle communication systems and procedures to maintain communication and workplace safety during operation 2.2 Assess individual trees to determine the best machine position, fall direction, hazards, placement of cuts and grade quality 2.3 Drive and position the machine and harvester head in response to tree characteristics and terrain conditions to ensure stability 2.4 Use appropriate methods to reset the harvesting head length counter to prevent loss of log volume or value 2.5 Assess tree species, size and quality characteristics in line with log cutting instructions and/or production plan requirements and use cabin controls to clamp, cut and produce logs with optimal length, quality and diameter 2.6 Adjust clamping, cutting and processing techniques in response to

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	unexpected characteristics, movement or condition of tree to minimise log and log surface damage in line with the production plan requirements 2.7 Move machine over pre-arranged routes to minimise environmental impact
3. Segregate and stack logs	3.1 Visually assess logs for size, species and quality characteristics during stacking at the pre-bunching site to ensure they are placed in the appropriate stack for transport and further processing and in line with the production plan requirements 3.2 Mark and report logs that cannot be clearly and safely assessed in line with the production plan requirements 3.3 Position and construct log stacks to avoid log damage, provide stability, restrict height for efficient extraction and allow space for the conduct of other operations in line with worksite layout and the production plan requirements 3.4 Maintain stack separation and identification to ensure products are presented for an optimum transport and logistics cycle time and are in line with industry standards and production plan requirements
4. Carry out machine operator maintenance	4.1 Park, shut-down, de-energise and isolate single grip harvester in line with workplace procedures or manufacturers' recommendations 4.2 Adjust feed roller pressures and delimbing knife settings to minimise roller stud and delimbing damage 4.3 Clean, check and carry out routine maintenance tasks on single grip harvester to maintain optimum performance 4.4 Identify and report machine faults, malfunctions or problems in line with workplace procedures or manufacturers' recommendations 4.5 Clean work area and dispose of or recycle waste materials in line with site environmental management plan 4.6 Record single grip harvester operations and maintenance activities

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

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Skill	Description
Reading	• read production plans, site safety and environmental management plans in a forest harvesting environment • read standard operating procedures and/or manufacturers' instructions for the operation of forest harvesting machinery
Writing	• record operation, production and machine maintenance on paper based or electronic media
Oral Communication	• interact verbally and non-verbally using agreed systems and processes to communicate with others on site to ensure safe and effective single grip harvester operations • use appropriate vocabulary including technical language directly relevant to role
Numeracy	• interpret gauges relevant to safe operation of harvesting machinery • determine construction of stable log stack
Navigate the world of work	• understand main tasks, responsibilities and boundaries of own role
Interact with others	• use modes of communication suitable to purpose to confirm and clarify understanding • communicate and report operational and safety information to on-site personnel
Get the work done	• recognise and respond to routine problems • plan and organise own work activities and resources

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPHAR3229 Operate single grip harvester	FWPHAR3214 Operate a single grip harvester	Significant changes to reflect industry requirements for a safe appropriate and efficient operation, including value recovery and product quality. A new element and new PCs were added, most PCs were edited and PE and KE increased in content to map against the revised	No equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
		PCs. Additional foundation skills identified. Code and title change for consistency with other machine operation units.	

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPHAR3229 Operate single grip harvester

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 3.0.

Performance Evidence

An individual demonstrating competency must satisfy all the elements and performance criteria of this unit. There must be evidence that, on at least one occasion, the individual has:

- planned, prepared and safely and effectively operated a single gip harvester to cut and produce log products with optimal length, quality and diameter in line with log cutting instructions, quality specifications or production plan
- checked risks associated with the operation and applied standard operating procedures
- followed production plan requirements, log cutting instructions or quality specifications and site safety and environmental management plan
- adjusted machine driving and positioning techniques in response to terrain conditions and unexpected characteristics, movement or condition of tree
- applied felling and processing techniques to minimise damage to the stem, logs, standing trees, machine and surrounding environment in line with the production plan requirements
- applied knowledge of log species, quality characteristics and defects during operation in line with the production plan requirements
- placed, stacked and presented logs for efficient transportation and identification in line with the production plan requirements
- communicated effectively with others in the work area
- shut down, de-energised and isolated machine in line with workplace procedures and operator’s manual
- carried out routine maintenance on single grip harvester.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- information and requirements contained in a production plan, log cutting instructions or product quality specifications and site safety and environmental management plans
- hazardous or safe working zones in forest harvesting operations

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- health and operational hazards or risks related to single grip harvesting operations and factors that can change or introduce new hazards or risks including characteristics of difficult trees and risks associated with falling them safely
- industry-accepted work health and safety risk control measures, legal obligations of the current Work Health and Safety Acts or Occupational Health and Safety Acts and regulations and requirements of industry standards and/or codes of practice for single grip harvesting operations as outlined in workplace procedures and production plan
- industry-accepted warning signs, their correct positioning, vehicle-to-vehicle communication systems and procedures to maintain communication and work safety during single grip harvesting operations
- required emergency response procedure including firefighting resources and emergency response
- potential impacts of single grip harvester operations on onsite and offsite environmental values including cultural heritage, flora, fauna, ground compaction, water contamination and soil erosion
- industry-accepted environmental control measures, restrictions, legal obligations of the current Environment Protection Acts and regulations and requirements of industry standards and/or codes of practice for single grip harvesting operations as outlined in workplace procedures and production plan
- typical location of loading and/or landing site
- tree felling patterns
- extraction methods
- wood flow requirements and extraction and production bottlenecks particular to a production system
- tree shapes, species, quality characteristics and log defects particular to the site and production system
- regional quality requirements for log products with particular end uses, markets and values
- requirements and methods to achieve maximum stump height in response to unexpected characteristics or condition of the trees and ground level
- maximum log damage and defect and minimum quality allowances particular to a production system
- techniques particular to a production system to avoid mechanical damage to logs during felling, processing and stacking; achieve saw cuts at both ends of the product that meet quality specifications; avoid incorrect or excessive log butting; separate and present logs for efficient transportation and identification of the product
- effects of weather on ground conditions
- effects of slope and terrain conditions on machine stability and operation
- machine specifications, restrictions and safe operating procedures including stability and operation in different terrain conditions, slopes and road types, chain shot rules, methods to shut down, de-energise and isolate the machine and optimal direction of travel as outlined in workplace procedures or operator’s manual
- using machine cabin controls
- techniques for safe and efficient driving of single grip harvester

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- location of machine's major mechanical systems and parts of the machine in which energy is stored as outlined in operator manuals for safe and efficient conduct of the machine operator maintenance tasks
- methods to conduct machine pre-operational checks and detect faults as outlined in workplace procedures or operator's manual
- machine maintenance and servicing requirements as outlined in workplace procedures or operator's manual
- industry-accepted reporting requirements regarding site, incident and hazard, personal reporting, check-in, production, machine maintenance and block completion.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a forest harvesting site or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - single grip harvester
  - suitable trees to fell and process
  - personal protective equipment required in harvesting operations
  - vehicle-to-vehicle communication system
- specifications:
  - access to workplace policies and procedures which cover current Work Health and Safety Acts or Occupation Health and Safety Acts, regulations and related industry standards and codes of practice applicable to forest harvesting operations
  - access to workplace policies and procedures which cover off on current Environment Protection Acts, regulations and related industry standards and codes of practice applicable to forest harvesting operations
  - access to production plan, site operational plan, log cutting instructions and safety and environmental management plans
  - access to site emergency procedure
  - access to workplace standard operating procedures for single grip harvester or operator's manual
  - access to user manual for vehicle-to-vehicle communication system.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPHAR3230 Operate skidder

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 3.0.

Application

This unit of competency describes the skills and knowledge required to operate a skidder for log production and use optimised production processes in a commercial forest harvesting environment. The main job functions are to move stems and/or logs from felling site to roadside or landing areas. Activities are to be conducted safely and efficiently. Other functions include product segregation and stacking. It may also include removal of slash.

The unit applies to individuals who work as skidder operators in small or larger harvesting crews. Operators generally work under broad direction to complete routine activities related to skidder operations and take responsibility for their work.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Harvesting (HAR)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan and prepare to operate a skidder	1.1 Review production plan, confirm its targets and assess wood flow requirements to ensure efficient machine operation and overall productivity 1.2 Confirm type, size and quantity of stems and/or logs to be moved

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	with skidder to ensure that loads and machine are in line with safe working load requirements and industry standards for operations 1.3 Confirm, identify and report health, safety, environmental and heritage risks of operation, in line with standard operating procedures and site safety and environmental management plans 1.4 Apply risk control measures in line with standard operating procedures, site operational plan, legislative requirements and industry standards to eliminate or minimise risks 1.5 Identify emergency plan procedures to follow in the event of an emergency 1.6 Use production plan to identify location of extraction routes, entry points and directions to the landing for efficient extraction of logs and minimum interference with other forestry operations 1.7 Assess terrain characteristics to establish machine stability 1.8 Carry out pre-operational checks on machine in line with workplace procedures or manufacturers' recommendations to ensure optimal production performance and operational effectiveness
2. Operate skidder	2.1 Use industry-accepted warning signs, vehicle-to-vehicle communication systems and procedures to maintain communication and workplace safety during operation 2.2 Select products, stems, logs or slash to be moved based on their position, location and size 2.3 Position skidder for stability and safe access to products or slash by adjusting the technique in response to terrain conditions 2.4 Carry out hooking-on and winching techniques or use cabin controls to grapple products or slash avoiding damage to the products in line with the production plan requirements 2.5 Drive the machine to skid products or slash to the roadside or landing area to achieve optimum efficiency and minimise breakage and damage to products, standing trees and surrounding environment in line with the production plan requirements 2.6 Unhook and position or construct stacks of stems, logs or slash at the roadside or landing area to avoid product damage, provide stability, restrict height for efficient extraction and facilitate safe access and conduct of other landing and equipment operations in line with worksite layout and production plan requirements 2.7 Recover all merchantable product and/or slash from site in line

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	with the production plan requirements
3. Carry out machine operator maintenance	3.1 Park, shut-down, de-energise and isolate skidder in line with workplace procedures or manufacturers' recommendations 3.2 Clean, check and carry out routine maintenance activities on skidder and equipment to maintain optimum operational performance 3.3 Identify and report machine faults, malfunctions or problems in line with workplace procedures or manufacturers' recommendations 3.4 Clean work area of all debris and waste resulting from skidding operation and dispose of or recycle waste materials in line with site environmental management plan 4.5 Record skidder operations and maintenance activities

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• read production plans, site safety and environmental management plans in a forest harvesting environment • read standard operating procedures and/or manufacturers' instructions for the operation of forest harvesting machinery
Writing	• record operation, production and machine maintenance on paper based or electronic media
Oral Communication	• interact verbally and non-verbally using agreed systems and processes to communicate with others on site to ensure safe and effective machine operations • use appropriate vocabulary including technical language directly relevant to role
Numeracy	• interpret gauges relevant to safe operation of harvesting machinery • determine construction of stable log stack • estimate the weight of logs to determine loading requirements and compliance to machine specifications
Navigate the world of	• understand main tasks, responsibilities and boundaries of own role

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Skill	Description
work	
Interact with others	• use modes of communication suitable to purpose to confirm and clarify understanding • communicate and report operational and safety information to on-site personnel
Get the work done	• recognise and respond to routine problems • plan and organise own work activities and resources

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPHAR3230 Operate skidder	FWPHAR3217 Conduct skidder operations	Significant changes to reflect industry requirements for a safe, appropriate and efficient operation, including product quality. New PCs were added, some PCs were edited and PE and KE increased in content to map against the revised PCs. Additional foundation skills identified. Code and title change for consistency with other machine operation units.	No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPHAR3230 Operate skidder

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 3.0.

Performance Evidence

An individual demonstrating competency must satisfy all the elements and performance criteria of this unit. There must be evidence that, on at least one occasion, the individual has:

- planned, prepared and safely and effectively operated a skidder to move products and/or slash in line with production plan
- checked risks associated with the operation and applied standard operating procedures
- followed production plan requirements and site safety and environmental management plan
- determined suitability and stability of skidder for operation and safe working load limits by considering machine and equipment specifications, terrain characteristics and type and size of stems and/or logs to be moved
- adjusted machine driving and positioning technique in response to terrain conditions
- applied machine manipulation techniques to move products and/or slash and minimise damage to products, machine and surrounding environment in line with the production plan requirements
- placed and stacked products for efficient extraction in line with the production plan requirements
- communicated effectively with others in the work area
- shut down, de-energised and isolated machine in line with workplace procedures and operator's manual
- carried out routine maintenance on skidder parts.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- information and requirements contained in a production plan and site safety and environmental management plans
- hazardous or safe working zones in forest harvesting operations
- health and operational hazards or risks related to skidder operations and factors that can change or introduce new hazards

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- industry-accepted work health and safety risk control measures, legal obligations of the current Work Health and Safety Acts or Occupation Health and Safety Acts and regulations, and requirements of industry standards and/or codes of practice for skidder operations as outlined in workplace procedures and production plan
- industry-accepted warning signs, their correct positioning, vehicle-to-vehicle communication systems and procedures to maintain communication and workplace safety during skidding operations
- required emergency response procedure including firefighting resources and emergency response
- potential impacts of skidder operations on onsite and offsite environmental values including cultural heritage, flora, fauna, ground compaction, water contamination and soil erosion
- industry-accepted environmental control measures, restrictions, legal obligations of the current Environment Protection Acts and regulations and requirements of industry standards and/or codes of practice for skidder operations, as outlined in workplace procedures and production plan
- landings usage
- typical location of loading and/or landing site
- tree felling patterns
- extraction methods
- wood flow requirements and extraction and production bottlenecks particular to a production system
- techniques particular to a production system to avoid mechanical damage to stems and logs during skidding and stacking; position and stack logs for efficient extraction
- effects of weather on ground conditions
- effects of slope and terrain conditions on skidder stability and operation
- machine specifications, restrictions and safe operating procedures, including stability and operation in different terrain conditions, slopes and road types and methods to shut down, de-energise and isolate the machine as outlined in workplace procedures or operator's manual
- using machine cabin controls
- techniques for safe and efficient driving of skidder
- methods to conduct pre-operational checks on machine and detect faults as outlined in workplace procedures or operator's manual
- location of machine's major mechanical systems and parts of the machine in which energy is stored as outlined in operator manuals for safe and efficient conduct of the machine operator maintenance tasks
- machine maintenance and servicing requirements as outlined in user or operator manuals
- industry-accepted reporting requirements regarding site, incident and hazard, personal reporting, check-in, production, machine maintenance and block completion.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:

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  - skills must be demonstrated in a forest harvesting site or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - skidder
  - suitable stems/logs and/or slash to be skidded
  - personal protective equipment required in harvesting operations
  - vehicle-to-vehicle communication systems
- specifications:
  - access to workplace policies and procedures which cover current Work Health and Safety Acts or Occupation Health and Safety Acts, regulations and related industry standards and codes of practice applicable to forest harvesting operations
  - access to workplace policies and procedures which cover current Environment Protection Acts, regulations and related industry standards and codes of practice applicable to forest harvesting operations
  - access to production plan and site safety and environmental management plans
  - access to site emergency procedure
  - access to workplace standard operating procedures for skidder or operator's manual
  - access to user manual for vehicle-to-vehicle communication systems.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPHAR3231 Operate yarder

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 3.0.

Application

This unit of competency describes the skills and knowledge required to operate a yarder for log production and use optimised production processes in a commercial forest harvesting environment. The main job functions are to lift and carry stems and/or logs on slopes from the stump to the roadside or landing area. Activities are to be conducted safely and efficiently.

The unit applies to individuals who work as yarder operators in small or larger harvesting crews. Operators generally work under broad direction to complete routine activities related to yarder operations and take responsibility for their work.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Harvesting (HAR)

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan and prepare to operate a yarder	1.1 Confirm production plan targets for felling and processing and assess wood flow requirements to ensure efficient machine operation and overall productivity 1.2 Confirm type, size and quantity of stems and/or logs to be moved with yarder to ensure that loads, machine and cable system are in line

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	with safe working load requirements and industry standards for operations 1.3 Confirm, identify and report health, safety, environmental and heritage risks of operation in line with standard operating procedures and site safety management plans 1.4 Apply risk control measures in line with standard operating procedures, site operational plan, legislative requirements and industry standards to eliminate or minimise risks 1.5 Identify emergency plan procedures to follow in the event of an emergency 1.6 Use production plans to identify location of landing area, extraction routes and entry points for efficient extraction of stems and/or logs and minimum interference with other forestry operations 1.7 Assess terrain characteristics to establish machine stability
2. Set up yarder	2.1 Use industry-accepted warning signs, vehicle-to-vehicle communication systems and procedures to maintain communication and workplace safety during yarder set-up and operation 2.2 Move yarder to the landing in line with industry standards 2.3 Position yarder on landing for stability in line with planned system design by adjusting the technique in response to terrain conditions and ensuring a stable level support base for outriggers 2.4 Check that tower or spar is rigged to suit system design and raised in line with manufacturers' recommendations and industry standards 2.5 Work with other personnel to tension lines with enough slack to facilitate yarder movements
3. Inspect and maintain cable system	3.1 Observe mechanical system components during normal operations, note faults and take corrective actions 3.2 Routinely inspect system components and maintain, repair or replace in line with industry standards 3.3 Routinely inspect guylines and adjust tension to equalise load in line with industry standards 3.4 Lubricate blocks to maintain operational condition 3.5 Identify repetitive damage of cable system and review and amend operational practices

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
4. Haul stems and/or logs	4.1 Carry out pre-operational checks on machine and cable system in line with workplace procedures or manufacturers' recommendations to ensure optimal production performance and operational effectiveness 4.2 Perform yarder operations only in response to breakout, landing signals or own transmitted signals 4.3 Monitor, manage and control yarder mechanical systems to maintain log alignment and satisfy safe operating limits 4.4 Control tension in running and standing lines to balance the lift and deflection consistency with payload and rope capacities 4.5 Anticipate hang-ups and obstacles, halt haul and clear in cooperation with the rigging slinger 4.6 Use haul speed, line swing and bridling to position logs on the landing, control payloads and work with the chaser to optimise workflow 4.7 Position and construct stacks of stems or logs to avoid product damage, provide stability, restrict height for efficient extraction and facilitate safe access and conduct of other landing and machine operations in line with worksite layout and production plan requirements 4.8 Return rigging to extraction point and position in line with signals from the rigging slinger 4.9 Operate yarder to minimise breakage and damage to stems and/or logs, standing trees and environment in line with the production plan requirements
5. Carry out machine operator maintenance	5.1 Park, shut-down, de-energise and isolate yarder in line with workplace procedures or manufacturers' recommendations 5.2 Clean, check and carry out routine maintenance activities on yarder to maintain optimum operational performance 5.3 Identify and report machine faults, malfunctions or problems in line with workplace procedures or manufacturers' recommendations 5.4 Clean work area of all debris and waste resulting from yarder operation and dispose of or recycle waste materials in line with site environmental management plan 5.5 Record yarder operations and maintenance activities

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• read production plans, site safety and environmental management plans in a forest harvesting environment • read standard operating procedures and/or manufacturers' instructions for the operation of forest harvesting machinery
Writing	• record operation, production and machine maintenance on paper based or electronic media
Oral Communication	• interact verbally and non-verbally using agreed systems and processes to communicate with chaser, rigging slinger and others on site to ensure safe and effective machine and cable system operations • use appropriate vocabulary including technical language directly relevant to role
Numeracy	• interpret gauges relevant to safe operation of harvesting machinery • determine haul speed to optimise workflow • determine construction of stable log stack • estimate the weight of logs to determine loading requirements and compliance to machine and cable system specifications
Navigate the world of work	• understand main tasks, responsibilities and boundaries of own role
Interact with others	• use modes of communication suitable to purpose to confirm and clarify understanding • communicate and report operational and safety information to on-site personnel
Get the work done	• recognise and respond to routine problems • plan and organise own work activities and resources

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPHAR3231 Operate yarder	FWPHAR3211 Operate yarder	Significant changes to reflect industry requirements for a safe, appropriate and efficient operation, including product quality. New PCs were added, some	No equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
		PCs were edited and PE and KE increased in content to map against the revised PCs. Additional foundation skills identified. Code change.	

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPHAR3231 Operate yarder

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 3.0.

Performance Evidence

An individual demonstrating competency must satisfy all the elements and performance criteria of this unit. There must be evidence that, on at least one occasion, the individual has:

- planned, prepared and safely and effectively operated a yarder and cable system to lift and carry stems and/or logs on slopes from the stump to the roadside or landing area in line with a production plan
- checked risks associated with the operation and applied standard operating procedures
- followed production plan requirements and site safety and environmental management plan
- set up a yarder and adjusted machine positioning technique in response to terrain conditions
- assisted to shift lines in line with the hook tender’s instructions
- inspected and modified rigging
- pulled stems and/or logs from the stump to the roadside or landing area
- anticipated and cleared obstacles in cooperation with a rigging slinger
- applied speed, braking, drums and chokers techniques to manoeuver obstacles and minimise damage to products, machine, cables and surrounding environment in line with the production plan requirements
- placed and stacked products for efficient extraction in line with the production plan requirements
- communicated effectively with rigging slinger and others in the work area
- shut down, de-energised and isolated machine in line with workplace procedures and operator’s manual
- carried out routine maintenance on yarder parts.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- information and requirements contained in a production plan and site safety and environmental management plans

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- hazardous or safe working zones in forest harvesting operations
- health and operational hazards or risks related to yarder operations and factors that can change or introduce new hazards
- industry-accepted work health and safety risk control measures, legal obligations of the current Work Health and Safety Acts or Occupational Health and Safety Acts and regulations and requirements of industry standards and/or codes of practice for yarder operations as outlined in workplace procedures and production plan
- industry-accepted warning signs, their correct positioning, vehicle-to-vehicle communication systems and procedures to maintain communication and workplace safety during yarder operations
- required emergency response procedure including firefighting resources and emergency response
- potential impacts of yarder operations on onsite and offsite environmental values including cultural heritage, flora, fauna, ground compaction, water contamination and soil erosion
- industry-accepted environmental control measures, restrictions, legal obligations of the current Environment Protection Acts and regulations and requirements of industry standards and codes of practice for yarder operations as outlined in workplace procedures and production plan
- landings usage
- typical location of loading and/or landing site
- tree felling patterns
- extraction methods
- wood flow requirements and extraction and production bottlenecks particular to a production system
- effects of weather on ground conditions
- effects of slope and terrain conditions on yarder stability and operation
- machine specifications, restrictions and safe operating procedures including stability and operation in different terrain conditions and slopes and methods to shut down, de-energise and isolate the machine as outlined in in workplace procedures or operator’s manual
- cable systems used in yarder operations, application, maintenance and handling
- using machine cabin controls
- machine operating techniques to pull stems and/or logs and avoid mechanical damage to products during operations
- techniques to manoeuver obstacles and minimise damage to products, machine, cables and environment
- techniques for positioning and stacking logs for efficient extraction
- methods to conduct machine and cable system pre-operational checks and detect faults as outlined in workplace procedures or operator’s manual
- location of machine’s major mechanical systems and parts of the machine in which energy is stored as outlined in operator manuals for safe and efficient conduct of the machine operator maintenance tasks
- machine and cable systems maintenance and servicing requirements as outlined in user or operator manuals

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- industry-accepted reporting requirements regarding site, incident and hazard, personal reporting, check-in, production, machine maintenance and block completion.

Assessment Conditions

Assessment of this unit of competency must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a forest harvesting site or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - yarder
  - cable system for yarder
  - stems and/or logs to be carried with yarder
  - personal protective equipment required in harvesting operations
  - vehicle-to-vehicle communication system
- specifications:
  - access to workplace policies and procedures which cover current Work Health and Safety Acts or Occupation Health and Safety Acts, regulations and related industry standards and codes of practice applicable to forest harvesting operations
  - access to workplace policies and procedures which cover current Environment Protection Acts, regulations and related industry standards and codes of practice applicable to forest harvesting operations
  - access to production plan and site safety and environmental management plans
  - access to site emergency procedure
  - access to workplace safe operating procedures for yarder or operator’s manual
  - access to user manual for vehicle-to-vehicle communication system.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPHAR4201 Apply tree jacking techniques

Modification History

Release	Comment
1	Replaces equivalent unit FPIHAR4201B Apply tree jacking techniques, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to use tree jacking techniques in the process of felling trees 180° away from their natural direction of fall using purpose built tree jacks. Techniques are used in a forest or farm forest setting.

The unit applies to job roles including Harvesting Supervisor, Harvesting Team Leader, Arboriculture Supervisor, Farm Forestry Supervisor, Forestry Supervisor, Forestry Operations Supervisor, Propagation and Stand Health Supervisor and Tree Farm Supervisor.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Harvesting and Haulage

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for tree jacking	1.1 Review work plan and check where required with appropriate personnel. 1.2 Identify type and quantity of trees to be tree jacked and assess activities for safety and environmental protection practices. 1.3 Select appropriate equipment and check for operational

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	effectiveness in line with manufacturer's recommendations. 1.4 Plan tree jacking activities in line with workplace health and safety (WHS) procedures and work plan.
2. Assess and plan tree jacking	2.1 Assess environmental conditions and use outcomes to plan felling of each tree. 2.2 Monitor location and movement of other personnel and modify work to ensure safety. 2.3 Assess tree, location and stability for conditions likely to affect safety of tree jacking activities. 2.4 Visually assess tree for defects, grade and recovery status. 2.5 Select escape route, clear route and growth around tree manually or mechanically. 2.6 Assess fall direction and allowable degree of error, considering hang ups, damage, extraction constraints and available open space. 2.7 Plan cutting sequence to control direction of fall and minimise damage to tree and surrounding environment; communicate to others. 2.8 Mark trees too dangerous to fell safely and refer to appropriate personnel.
3. Tree jack trees	3.1 Complete equipment pre start-up checks. 3.2 Remove and clear leaders in line with tree jacking work plan. 3.3 Diagnose unexpected characteristics of tree and review plan. 3.4 Make jacking slots to provide for placement of tree jacks in line with planned falling direction. 3.5 Adjust cutting technique and use tree jacks to control movement and direction of tree being felled. 3.6 Complete felling and use planned safe exit route in line with safety procedures. 3.7 Monitor ground movement of tree; assess and clear trees that hang up. 3.8 Record and report tree jacking process and equipment faults to appropriate personnel.
4. Complete operator maintenance	4.1 Follow organisational safety procedures to lock out equipment. 4.2 Check chain for bluntness or damage. 4.3 Remove, sharpen, adjust and replace chain and other components in line with manufacturer's recommendations. 4.4 Assess and adjust chainsaw set-up to suit cutting conditions. 4.5 Maintain operational condition of chainsaw to meet standards prior

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	to use. 4.6 Check and service tree jacks.

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:	• identify quantities of trees within work plans and complete basic calculations of time required to complete activities • determine dimensions of trees through estimation or measurement and calculate appropriate quantities of tree jacks • complete calculations and report on size, length, diameter and grade of felled trees.
Oral communication skills to:	• ask questions and actively listen to clarify contents of work plans • provide clear, unambiguous information about jacking and felling process to ensure safety of self and others.

Reading skills to:	• interpret:
	  • WHS procedures
	  • work plans
	  • manufacturers ‘maintenance recommendations.

Writing skills to:	• complete accurate reports on tree jacking process and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation for and felling of trees using work order to guide activities.
Problem-solving skills to:	• identify unexpected operational, environmental and equipment problems and implement appropriate responses.
Technology skills to:	• select, use and maintain appropriate machinery, tools and personal protective equipment used for tree jacking.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIHAR4201B Apply tree jacking techniques

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPHAR4201 Apply tree jacking techniques

Modification History

Release	Comment
1	Replaces equivalent unit FPIHAR4201B Apply tree jacking techniques, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to tree jacking
- apply tree jacking techniques in line with the work order and within prescribed organisational tolerances
- conduct operator maintenance on a chainsaw.
-

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- key features of these varying environmental conditions and effects on tree felling:
  - general forest lean
  - ground growth
  - ground hazards and obstacles
  - ground slope
  - gullies
  - presence and density of seed and habitat trees
  - water courses
  - wet and adverse weather conditions
  - wind speed and direction

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- environmental protection practices including:
  - safe disposal of waste material
  - cleaning of plant, tools and equipment
- typical tree defects and how these affect tree jacking and felling:
  - stability
  - insect defects
  - knots
  - resin pockets
  - shakes
- techniques used in the tree jacking process:
  - tree jacking
  - chainsaw cutting sequences and techniques used to control direction of fall
  - clearing trees that hang up
- communication methods used for tree jacking activities:
  - verbal
  - hand signals
  - eye contact with other operators
  - use of electronic communication devices
- typical industry chain of command for communication of information and instruction
- types of tree jacking tools and equipment; their purpose, features, operation and basic non-specialist repair and maintenance:
  - tree jacks
  - chainsaws
  - maintenance tools and equipment
  - personal protection equipment
- organisational procedures specific to tree jacking activities:
  - workplace health and safety with particular emphasis on pre-start up checks and equipment lock out for safe use of chainsaws
  - use and maintenance of equipment
  - communication reporting line during tree jacking process
  - recording and reporting tree jacking process and equipment faults.

Assessment Conditions

The following resources must be made available:

- tree jacks
- chainsaws
- maintenance tools and equipment for chainsaws and tree jacks
- personal protective equipment suitable for tree jacking activities and chainsaw maintenance
- manufacturers' instructions for use and maintenance of equipment

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- work plan for tree jacking activities with specific instructions for the work site
- relevant personnel for the purposes of communicating information
- template reports for recording tree jacking process and equipment faults
- organisational and site procedures for tree jacking 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.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPHAR4202 Coordinate log recovery (hook tender)

Modification History

Release	Comment
1	Replaces equivalent unit FPIHAR4202B Coordinate log recovery (hook tender), which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to coordinate operational planning and setting up of cable log recovery systems in a forest or farm forest setting, including coordinating and supervising rigging slingers, yarders, choker setters and chasers.

The unit applies to job roles including Harvesting Supervisor, Harvesting Team Leader, and Forest Operations Supervisor.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states & territories at the time of publication, and may differ according to jurisdiction.

Pre-requisite Unit

Nil

Unit Sector

Harvesting and Haulage

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*

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1. Prepare for hook tender operations	1.1 Review work plan and where appropriate check with appropriate personnel. 1.2 Identify required type and quantity of cable recovery equipment and assess for safety and environmental protection practices. 1.3 Select appropriate equipment and check for operational effectiveness in line with manufacturer's recommendations 1.4 Plan cable operation activities in line with workplace health and safety (WHS) procedures and work plan.
2. Plan cable system layout	2.1 Obtain and evaluate information to plan cable system layout and inspect site for hazards and factors affecting harvesting operations. 2.2 Provide personnel with information about landing location and size, hauling boundaries, access routes and construction requirements. 2.3 Consider code of practice, site topography, minimising system design additions and select cable system type to optimise log extraction rate. 2.4 Identify general requirements for anchor points, backline and intermediate supports and provide instruction to fallers.
3. Coordinate yarder and cable system set up	3.1 Select rope sizes for lines in line with code of practice, yarder capacity and system design. 3.2 Select components and rigging to meet code of practice requirements and system design. 3.3 Inspect and install components and lines. 3.4 Direct and assist personnel to layout lines, select anchors and position mobile backstops. 3.5 Assess felled trees for location, size and obstructions; plan recovery extraction sequence to minimise line shifts, log and environmental damage. 3.6 Select support trees and provide directions for rigging. 3.7 Check unloaded and loaded system performance and calculate loads to ensure they are within system and equipment capacity. 3.8 Monitor operations, change and communicate procedures or system design to improve safety and payload efficiency.

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4. Coordinate rigging of spars, towers and trees	4.1 Check cable system plans and determine operational requirements for tower, spars and support trees. 4.2 Ensure rigging of spars, towers and trees complies with code of practice. 4.3 Check and select spars or support trees to be rigged, guylines and anchor points. 4.4 Select rigging and rope sizes to meet load. 4.5 Provide directions to check components for wear, failure or missing parts prior to rigging; identify faults and take corrective action. 4.6 Coordinate rigging on machine towers to prepare, assemble and fit operational lines, prior to raising, in line with system design. 4.7 Identify climbing and pass line equipment. 4.8 Coordinate guyline positioning and rigging within location angle requirements to provide minimal difference in length and tension. 4.9 Check system components for size, safe working load, layout, position, safety straps, joins, lead angles and operating angles.
5. Coordinate line shifts and rigging modifications	5.1 Anticipate line shifts and prepare required rigging in advance. 5.2 Diagnose limitations of system design or positioning and plan modifications in line with code of practice. 5.3 Monitor operations; change and communicate procedures to improve safety and payload efficiency. 5.4 Locate new support trees, anchor points and mobile tail anchor position; assign riggers to prepare and rig in line with system requirements. 5.5 Record and report breakout processes and equipment faults in line with site procedures.

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:	• complete routine calculations to optimise log extraction rate for number and size of felled trees • identify and interpret numerical requirements within codes of practice and manufacturer’s recommendations • complete calculations involving height, length, weight, tension,

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	angles, loads to determine efficient and safe operational capacity of rigging • identify boundaries on maps and plans and calculate spatial requirements for yarder and rigging operations.

Oral communication skills to:	• ask questions and actively listen to clarify:
	  • contents of work plans
	  • site personnel understanding of instructions
	• provide clear, unambiguous rigging instructions to site personnel
	• use language and concepts appropriate to individual social and cultural differences.

Reading skills to:	• interpret:
	  • WHS procedures
	  • work plans
	  • cable system plans
	  • topographic maps
	  • codes of practice.

Writing skills to:	• complete accurate reports on breakout process and equipment faults.
Initiative and enterprise skills to:	• initiate and determine the most time and cost effective method of log recovery.
Planning and organising skills to:	• design, plan and coordinate establishment of cable recovery systems.
Problem-solving skills to:	• anticipate operational, environmental and equipment problems and implement appropriate responses.
Teamwork skills to:	• lead the team of site personnel to ensure efficient and safe log recovery.
Technology skills to:	• select and coordinate installation of appropriate cable systems and rigging components to meet operational and environmental requirements.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPIHAR4202B Coordinate log recovery (hook tender)

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPHAR4202 Coordinate log recovery (hook tender)

Modification History

Release	Comment
1	Replaces equivalent unit FPIHAR4202B Coordinate log recovery (hook tender), which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- safely and efficiently design, plan and coordinate the establishment of cable recovery systems
- follow organisational policies and procedures relevant to coordinating log recovery (hook tender)
- coordinate hook tender operations
- establish these types of cable recovery systems:
  - high lead (no skyline)
  - standing skyline
  - running skyline
- coordinate line shifts
- establish these types of lines:
  - extensions
  - guylines
  - haulback lines
  - mainlines
  - skylines
  - strawlines

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- establish these types of anchors:
  - block stumps
  - mobile backstops
  - tailholds.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- content and application of applicable state or territory code of practice for log recovery activities
- key features of these varying environmental conditions and effects on the layout, set up and operation of cable systems for log recovery:
  - fallen trees
  - general forest lean
  - ground growth
  - ground hazards and obstacles
  - ground slope
  - density of trees
  - wet and adverse weather conditions
  - wind speed and direction
- environmental protection practices for forest and forest farm settings:
  - safe disposal of waste material
  - cleaning of plant, tools and equipment
  - soil and water protection
- industry standard lengths for logs
- operational planning processes for:
  - designing and coordinating the establishment of cable recovery systems
  - determining the most time and cost effective method of log recovery
- techniques used in cable log recovery:
  - log extraction methods
  - rigging techniques
- typical industry chain of command for communication of information and instruction
- purpose, features and operation of cable logging system and rigging components:
  - cable systems:
    - high lead (no skyline)
    - standing skyline
    - running skyline
  - system design additions:
    - blind leads
    - bridling

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    - multispans
- yarders and anchors:
    - anchors
    - block stumps
    - mobile backstops
    - tailholds
- lines:
    - extensions
    - guylines
    - haulback lines
    - mainlines
    - skylines
    - strawlines
- towers
- spars and support trees
- organisational procedures specific to cable log recovery coordination:
    - workplace health and safety with particular emphasis on use of equipment
    - communication reporting lines during set up and operation of cable systems for log recovery
    - recording and reporting breakout process and equipment faults.

Assessment Conditions

The following resources must be made available:

- cable systems
- yarder and anchors:
    - anchors
    - block stumps
    - mobile backstops
    - tailholds
- lines:
    - extensions
    - guylines
    - haulback lines
    - mainlines
    - skylines
    - strawlines
- towers
- rigging equipment for log recovery
- personal protective equipment suitable for log recovery coordination

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- work plan for log recovery activities with specific instructions for the work site
- applicable state or territory code of practice
- topographic maps for the site
- template reports for recording breakout process and equipment faults
- organisational procedures for log recovery coordination
- a team of rigging slingers, yarders, choker setters and chasers with whom the individual can interact.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Assessor requirements

Assessors must:

- hold the appropriate assessor competency standards as outlined in regulations; and
- be able to demonstrate vocational competencies at least to the level being assessed; and
- be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency and assessor competence.
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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPHAR4203 Design log landings and snig tracks

Modification History

Release	Comment
1	Replaces equivalent unit FPIHAR4203B Design log landings and snig tracks, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to design, plan and coordinate the development of log landings and snig tracks in a forest or farm forest setting and to provide support for their construction.

The unit applies to job roles including Harvesting Supervisor, Harvesting Team Leader, Farm Forestry Supervisor, Forestry Supervisor, Forestry Operations Supervisor, Propagation and Stand Health Supervisor and Tree Farm Supervisor.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Harvesting and Haulage

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Plan landing and recovery requirements	1.1 Analyse workplace health and safety (WHS) and regulatory requirements, standards and codes of practice for the design,

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ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
	construction and operation of landings and snig tracks. 1.2 Obtain and assess information on logging methods, topography and environmental management considerations for site. 1.3 Identify landing location and construction requirements from harvest plan and inspect site to assess factors affecting operations. 1.4 Identify timeframe for use of site and likely weather conditions. 1.5 Calculate and document log extraction methods and storage requirements for landings, roads, tracks, equipment placement, falling and recovery rates and delivery schedules.
2. Design landing and snig tracks	2.1 Calculate specific landing site size and level to meet operational requirements, optimise construction time and minimise environmental damage. 2.2 Plan number and location of snig tracks to optimise track clearing and construction time, log handling capacity and minimise environmental damage. 2.3 Locate track and road entry points to landing in line with harvest plan, log handling procedures, vehicle and equipment access, turning and loading space requirements. 2.4 Design landing and track to provide for available equipment and access for construction. 2.5 Plan and document restoration of land on completion of operations. 2.6 Document landing design and track locations in line with regulation. 2.7 Record design and development process and report to appropriate personnel.
3. Coordinate landing and track development	3.1 Communicate landing and snig track design and construction plan to site personnel to enable preparation. 3.2 Develop operational procedures for tracks and landings with site personnel. 3.3 Provide technical assistance to site personnel for construction of landing and tracks. 3.4 Monitor construction of landing and tracks; review and modify design to account for unexpected ground, water, vegetation or other environmental conditions.

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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:	• identify boundaries and topographical measurements on maps and plans and calculate spatial requirements for landings and snig tracks • complete complex calculations involving rates of extraction, height, length, weight, vehicle turning and loading space to determine size and capacity of snig tracks.

Oral communication skills to:	• provide clear and unambiguous information about design plans to site personnel
	• ask open and closed probe questions and actively listen to clarify:
	  • issues arriving during construction
	  • site personnel understanding of plans and modifications
	• use language and concepts appropriate to individual social and cultural differences.

Reading skills to:	• interpret complex and unfamiliar:
	  • regulatory and environmental information affecting designs
	  • harvest plans
	  • topographic maps.

Writing skills to:	• document detailed and accurate designs for landings and snig tracks • develop and document operational procedures using language easily understood by construction and site personnel • complete detailed and accurate reports on the design and implementation process.
Initiative and enterprise skills to:	• initiate and determine the most time and cost effective plan for construction.
Planning and organising skills to:	• design, plan and coordinate landing and snig track development.
Problem-solving skills to:	• identify environmental issues during construction and implement appropriate modifications to designs.
Teamwork skills to:	• work as part of a team to develop plans, procedures and provide technical assistance to other team members during construction phase.
Technology skills to:	• use computers and software programs for documenting designs for landings and snig tracks.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPIHAR4203B Design log landings and snig tracks

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPHAR4203 Design log landings and snig tracks

Modification History

Release	Comment
1	Replaces equivalent unit FPIHAR4203B Design log landings and snig tracks, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- designing log landings and snig tracks in line with regulatory requirements, the work order and within prescribed organisational tolerances
- planning the layout of the landing and snig tracks in line with site conditions
- coordinating the development of the landing and snig tracks
- design and coordinate the development of these types of snig tracks:
  - emergency escape routes
  - equipment access tracks
  - hauling tracks
  - vehicular tracks

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- content and application of applicable commonwealth, state, territory or local government regulations for the design, construction and operation of landings and snig tracks
- cable log recovery operations and log extraction methods
- key features of these varying environmental conditions and effects on the design and construction of landings and snig tracks:

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  - fallen trees
  - general forest lean
  - ground growth
  - ground hazards and obstacles
  - ground slope
  - density of trees
  - wet and adverse weather conditions
- environmental protection practices for forest and forest farm settings:
  - minimising temporary, short-term, long-term and permanent damage to natural vegetation and landscape
  - soil and water protection
  - returning the environment to its original or near to original condition on completion of operations
- purpose, features and operational requirements of these types of snig tracks:
  - emergency escape routes
  - equipment access tracks
  - hauling tracks
  - vehicular tracks
- purpose, features and operational requirements of:
  - landings
  - vehicles and equipment used on landings and snig tracks
- processes for:
  - designing and coordinating the development of landings and snig tracks
  - determining the most time and cost effective plan for construction
- typical industry chain of command for communication of information, instruction and technical advice
- organisational standards, policies and procedures for the design, construction and operation of landings and snig tracks:
  - workplace health and safety specific to the use of landings and snig tracks
  - environmental protection
  - documenting designs for landings and snig tracks
  - recording and reporting the design and implementation process.

Assessment Conditions

The following resources must be made available:

- computers and software programs used for documenting designs for landings and snig tracks
- applicable commonwealth, state, territory or local government regulations for the design, construction and operation of landings and snig tracks
- harvest plan for the site

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- topographic maps for the site
- template design plans for landings and snig tracks
- template reports for recording the design and implementation process
- organisational standards, policies and procedures for the design, construction and operation of landings and snig tracks.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPHAR4204 Plan and coordinate fire salvage operations

Modification History

Release	Comment
1	Replaces equivalent unit FPIHAR4204B Plan and coordinate fire salvage operations, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to assess, plan and coordinate salvaging trees of a commercially viable size, immediately after fire in a forest or farm forest setting, before degradation and insect infestation occur. It includes directing tree fellers and trimmers.

The unit applies to Forestry Supervisor, Harvesting Supervisors.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Harvesting and Haulage

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for salvage operations	1.1 Analyse workplace health and safety (WHS), environmental and regulatory requirements for fire salvage operations. 1.2 Check and review work order with appropriate personnel. 1.3 Contact local authority and obtain salvage approval. 1.4 Select appropriate equipment for work requirements and check for

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	operational effectiveness in line with manufacturers recommendations.
2. Plan salvage operations	2.1 Determine location using map and grid references, obtain land ownings and establish boundaries 2.2 Investigate and report on topography including slope, elevation, contours and soil type 2.3 Assess environmental conditions and plan site preparation, access and operational activities. 2.4 Plan and instigate environmental protection practices for the landscape, soil and drainage. 2.5 Assess and report on extent of fire damage. 2.6 Estimate and report on commercial viability of tree harvest and extraction. 2.7 Produce and check a written plan for all fire salvage operations.
3. Coordinate salvage operations	3.1 Communicate plans for clearing, trimming and felling operations to harvesting personnel. 3.2 Direct track builders to form access in line with salvage plan. 3.3 Direct and monitor clearing of burnt scrub and dangerous limbs. 3.4 Monitor movement and whereabouts of personnel and modify work in line with WHS requirements. 3.5 Assess tree location and stability for conditions likely to affect safety of felling activities. 3.6 Direct fellers to fall designated trees in line with salvage plan and WHS requirements. 3.7 Monitor use of mechanical equipment to minimise carbon emissions. 3.8 Coordinate haulage of logs from site and ensure landscape is left in a safe and tidy condition to allow regeneration to occur.

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:	• identify grid measurements on maps to calculate and determine boundaries • interpret topographical maps to identify slope and elevation of site

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	• complete routine calculations to estimate commercial viability of harvest.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify: • contents of work plans • site personnel understanding of instructions • provide clear, unambiguous operational instructions to site personnel • use language and concepts appropriate to individual social and cultural differences.

Reading skills to:	• interpret:
	  • WHS and fire salvage procedures
	  • work plans
	  • topographic maps
	  • salvage approvals.

Writing skills to:	• complete detailed applications for salvage approvals • complete detailed and accurate reports on fire damage and commercial viability of tree harvest • document detailed and accurate fire salvage plans.
Planning and organising skills to:	• plan and coordinate all aspects of fire salvage operations.
Problem-solving skills to:	• identify operational, environmental and safety problems and implement appropriate responses.
Teamwork skills to:	• lead the team of site personnel to ensure efficient and safe tree harvest.
Technology skills to:	• use computers and software programs for documenting fire salvage plans • select equipment appropriate for the particular fire salvageoperation.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIHAR4204B Plan and coordinate fire salvage operations

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Links

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Assessment Requirements for FWPHAR4204 Plan and coordinate fire salvage operations

Modification History

Release	Comment
1	Replaces equivalent unit FPIHAR4204 Plan and coordinate fire salvage operations, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to planning and coordinating fire salvage operations
- estimate and report on the commercial viability of tree harvest and extraction for fire affected sites
- plan and coordinate fire salvage operations in line with community expectations and operational requirements
- coordinate personnel to follow planning, communications and scheduling for fire salvage operations
-

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- content and application of applicable commonwealth, state, territory or local government regulations relevant to fire salvage operations
- environmental protection practices for forest and farm forest settings affected by fire:
  - safe disposal of waste material
  - cleaning of plant, tools and equipment

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    - recycling and re-use of timber with defects
    - minimising the impact of mechanical equipment on the environment
    - leaving the site in a safe and tidy condition to allow for regeneration
- sustainable forest management, at a basic level of understanding, and the role of salvaging fire affected trees in the recovery of fire damaged forests
- key impacts of fire on a forest site and effects on fire salvage operations:
    - characteristics of burnt trees
    - how fire has affected stability of trees
    - what fire has done to underlying scrub
    - how safe the forest is to enter
    - environmental hazards and risks to worker safety
- key processes in fire salvage operations:
    - planning and coordinating salvage operations
    - established chain of command for communication of information and instruction
    - methods to assess fire damaged trees
    - harvesting and extraction techniques for fire damaged trees
- types of equipment for trimming and felling fire damaged trees; their purpose, features and operation
- organisational standards, policies and procedures for the assessment, planning and coordination of fire salvage operations:
    - workplace health and safety specific to harvesting trees in fire damaged forests
    - environmental protection
    - recording and reporting on fire damage and commercial viability of tree harvest
    - documenting fire salvage plans

Assessment Conditions

The following resources must be made available:

- computers and software programs used for documenting fire salvage plans
- equipment for trimming and felling fire damaged trees
- personal protective equipment suitable for harvesting trees in fire damaged forests
- applicable commonwealth, state, territory or local government regulations relevant to fire salvage operations
- topographic maps for the site
- template reports for and reporting on fire damage and commercial viability of tree harvest
- template fire salvage plans
- organisational standards, policies and procedures for the assessment, planning and coordination of fire salvage operations
- a team of tree fellers and trimmers with whom the individual can interact.

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Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Assessor requirements

Assessors must:

- hold the appropriate assessor competency standards as outlined in regulations; and
- be able to demonstrate vocational competencies at least to the level being assessed; and
- be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency and assessor competence.
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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPHAR4205 Implement harvesting plans

Modification History

Release	Comment
1	Replaces equivalent unit FPIHAR4205B Implement harvesting plans, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to implement forest or farm forest harvesting plans for established coupes to maximise output and cost efficiencies.

The unit applies to job roles including Harvesting Supervisor, Harvesting Team Leader, Forestry Supervisor, Forestry Operations Supervisor, Arboriculture Supervisor, Farm Forestry Supervisor, Propagation and Stand Health Supervisor and Tree Farm Supervisor.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states & territories at the time of publication, and may differ according to jurisdiction.

Pre-requisite Unit

Nil

Unit Sector

Harvesting and Haulage

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Plan coupe harvesting	1.1 Access and interpret harvesting plan and check where required with appropriate personnel. 1.2 Calculate size of coupe and available timber. 1.3 Estimate equipment, human and other resource requirements. 1.4 Draw up personnel plans and schedules and notify coupe harvesting

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	date and location to employees. 1.5 Organise availability of appropriate equipment and ensure operational effectiveness. 1.6 Apply for planning permits.
2. Implement harvesting plans	2.1 Analyse and record forest type, topography and available species in line with harvesting plan. 2.2 Calculate gross area of coupe and determine nett area to be harvested. 2.3 Calculate and record volume estimates. 2.4 Implement and monitor operational activities including access, site preparation and environmental and workplace health and safety protection measures. 2.5 Contract cartage operators via tender and set cartage routes. 2.6 Produce, check and communicate schedule for harvesting.
3. Review harvesting work plan	3.1 Identify and evaluate problems encountered during harvesting and use information to enhance future planning. 3.2 Review and evaluate personnel and equipment efficiencies and use information to enhance future planning. 3.3 Identify and document environmental issues encountered during harvesting and feed into future planning processes. 3.4 Record harvesting plan implementation issues and report 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.	
Numeracy skills to:	• complete complex calculations involving gross and nett spatial areas, volumes of extraction and numbers of required equipment, human and other resources.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of harvest plans.
Reading skills to:	• interpret detailed harvesting plans and permit applications.
Writing skills to:	• complete detailed planning permit applications • document detailed and accurate work plans

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	• complete detailed and accurate reports on harvesting plan implementation issues.
Planning and organising skills to:	• plan and organise all operational activities for harvesting.
Problem-solving skills to:	• identify environmental and operational issues during implementation and identify improvements for future planning processes.
Self-management skills to:	• self-manage own timing and productivity to implement harvesting plans.
Technology skills to:	• use computers and software programs for documenting harvest work plans • select equipment appropriate for the particular harvesting operation.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPIHAR4205B Implement harvesting plans

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPHAR4205 Implement harvesting plans

Modification History

Release	Comment
1	Replaces equivalent unit FPIHAR4205B Implement harvesting plans, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to implementing harvesting plans
- plan harvesting including
  - calculating timber
  - estimating and coordinating resources and equipment
  - obtaining planning permits
- implement harvesting plans including
  - calculating and reporting volume estimates
  - ensuring environmental protection requirements are adhered to
  - estimating and coordinating resources and equipment
  - tendering and issuing harvesting and cartage contracts
- reviewing harvesting plans

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- planning permit application and approval processes
- harvesting and extraction methods
- harvesting volume calculations and aspects

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- key features of operational issues for harvesting coupes:
  - site preparation
  - operation of landings and snig tracks
  - cartage operations
- environmental hazards and protection measures:
  - minimising temporary, short-term, long-term and permanent damage to natural vegetation and landscape
  - soil and water protection
  - safe disposal of waste material
  - cleaning of plant, tools and equipment
- workplace health and safety hazards, risks and control measures
- fire protection requirements
- wet weather operations and restrictions
- types of equipment used for harvest operation; their purpose, features and operation
- types of personnel used for harvest operations; an overview of job roles
- organisational standards, policies and procedures for harvest operations:
- documenting harvest work plans
- communication reporting lines
- recording and reporting harvest plan implementation issues.

Assessment Conditions

The following resources must be made available:

- computers and software programs used for documenting harvest work plans
- information on planning permits and application forms
- harvest plan with specific details for the coupe
- template harvest work plans
- organisational standards, policies and procedures for harvest operations

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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FWPHAR5201 Design harvesting plans

Modification History

Release	Comment
1	Replaces equivalent unit FPIHAR5201B Design harvesting plans, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to design forest or farm forest harvesting plans for established coupes to maximise output and cost efficiencies across multiple coupes in a number of locations.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Harvesting and Haulage

Forest Growing and Management

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for coupe harvest design	1.1 Analyse workplace health and safety (WHS), environmental and regulatory requirements for the design and operation of harvest activities. 1.2 Determine coupe locations using map and grid references and

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	establish boundaries. 1.3 Identify local authority coverage, approved land use zonings and apply for additional approvals. 1.4 Obtain land ownings. 1.5 Analyse and consider ramifications of environmental issues documented in previous harvesting plans.
2. Design harvesting plans	2.1 Analyse and record topography, forest types and available species. 2.2 Calculate gross area of each coupe and determine nett area to be harvested. 2.3 Calculate and record volume estimates for each coupe. 2.4 Analyse and calculate harvesting and cartage requirements. 2.5 Assess environmental conditions and plan site preparation, access and operational activities. 2.6 Produce, check and communicate written harvesting plans in line with organisational formats and procedures.
3. Review harvesting plans	3.1 Review harvesting plans with other harvest plan designers. 3.2 Test and modify harvesting plans to suit each coupe. 3.3 Record and report final harvesting plans 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.	
Learning skills to:	• collaborate with and consider feedback and advice from other harvest plan designers.
Numeracy skills to:	• identify grid measurements on maps to determine coupe locations and calculate boundaries • interpret topographical maps to identify slope and elevation of site • complete calculations involving gross and nett spatial areas, volumes of extraction and weight for cartage.

Oral communication skills to:	• clearly represent harvest plans to other harvest plan designers
	• ask questions and actively listen to:
	  • engage in a collaborative process with other harvest plan designers to generate and refine ideas
	  • seek feedback on proposed plan inclusions.

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Reading skills to:	• interpret:
	  • regulatory and environmental information affecting harvest plans
	  • local authority zoning and approval documents
	  • topographic maps.

Writing skills to:	• complete detailed approval applications • document detailed and accurate harvesting plans.
Initiative and enterprise skills to:	• initiate and determine the most time and cost effective plan for harvesting.
Planning and organising skills to:	• plan and organise collection of all required information and manage own timing and productivity to complete plans within deadlines
Problem-solving skills to:	• identify environmental and operational issues during planning and make appropriate modifications to plans.
Self-management skills to:	• self-manage completion of harvesting plans from inception through to documenting final plans.
Teamwork skills to:	• work as part of a team to develop plans and provide feedback and advice to other harvest plan designers
Technology skills to:	• use computers and software programs for documenting harvest plans.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPIHAR5201B Design harvesting plans

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPHAR5201 Design harvesting plans

Modification History

Release	Comment
1	Replaces equivalent unit FPIHAR5201B Design harvesting plans, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- design and produce harvesting plans for coupes
- participate in the review and modification of harvesting plans produced by other harvest plan designers.
-

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- content and application of applicable commonwealth, state, territory or local government regulations and codes of practice relevant to harvest operations
- principles of harvest planning and contents of plans
- land use zoning and land owning approval processes
- harvesting and extraction methods
- key features of operational issues for harvesting coupes:
  - site preparation
  - operation of landings and snig tracks
  - cartage operations
  - environmental hazards and protection practices:

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    - minimising temporary, short-term, long-term and permanent damage to natural vegetation and landscape
    - soil and water protection
    - safe disposal of waste material
    - cleaning of plant, tools and equipment
  - workplace health and safety hazards, risks and control measures
  - fire protection requirements
  - wet weather operations and restrictions
- organisational standards, policies and procedures for the design and operation of harvest activities:
  - workplace health and safety for harvesting operations
  - environmental protection
  - documenting harvesting plans
  - communication reporting lines for plan content.
  -

Assessment Conditions

The following resources must be made available:

- computers and software programs used for documenting harvesting plans
- 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
- template harvesting plans
- organisational standards, policies and procedures for the design and operation of harvest activities
- a team of harvest plan designers with whom the individual can interact.

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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FWPSAW2201 Grade round poles and debarked logs

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW2201B Grade round poles and debarked logs, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to visually evaluate pole and log characteristics and defects for classification into varying strength and appearance grades. It includes sorting poles and logs, and marking material in line with grade and on-site distribution.

The unit applies to job roles including Kiln Worker, Timber Grader, Treatment Plant Worker, Production Worker and Sawmill Worker.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for grading, sorting and marking	1.1 Review and check work order. 1.2 Identify site procedures for grading and sorting poles and debarked logs.

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	1.3 Locate type and quantity of poles and debarked logs to be graded, sorted and marked. 1.4 Select equipment for grading and check for operational effectiveness.
2. Grade, sort and mark poles and debarked logs	2.1 Visually assess length and diameter of poles or logs. 2.2 Review industry standards for ranges for sorting. 2.3 Identify material characteristics and defects of each pole or log against industry standards for grade type. 2.4 Measure, record and report moisture content. 2.5 Mark defects for docking. 2.6 Mark and sort material for grade classification, using markers or stickers that are easily interpretable 2.7 Record and report grading outcomes and distribution problems.
3. Distribute material	3.1 Move poles or logs to planned storage or processing operations. 3.2 Dispose of sub-standard material in line with site procedures and environmental requirements. 3.3 Monitor the movement of on-site movement of material and ensure intended flow is achieved. 3.4 Follow site procedures for labelling storage locations.

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:	• count and measure poles or debarked logs and their moisture content.
Reading skills to:	• follow site procedures.
Writing skills to:	• record and report on grading outcomes.

Range of Conditions

Not Applicable

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Unit Mapping Information

FPISAW2201B Grade round poles and debarked logs

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW2201 Grade round poles and debarked logs

Modification History

Release	Comment
1	Replaces equivalent FPISAW2201B Grade round poles and debarked logs, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to grading round poles and debarked logs
- efficiently and safely grade, sort and mark poles and debarked logs with varying moisture content and of varying size and length and colour in readiness for storage and/or processing
- accurately identify defects in poles and debarked logs poles and debarked logs
- distribute poles and debarked logs on site using designated equipment
- follow site procedures to accurately record and report information
- safely use moving and lifting equipment
- safely dispose of waste material
- follow procedures for storage and labelling.
-

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- types of equipment used for grading and marking round poles and debarked logs, and their maintenance requirements including:
  - measuring equipment
  - moisture meters

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    - lifting equipment for the movement of poles or logs
- moisture content of poles and logs
- types of defects in poles and debarked logs, including:
    - warp
    - wane
    - curvature
    - shakes
    - insect defects
    - knots
    - resin pockets
- methods and equipment for moving poles and debarked logs, which includes:
    - conveyor belt systems
    - track systems
    - lifting equipment
    - fork lifts
    - slings
    - lifting/moving frames
    - trolley jacks
    - gantry cranes
    - dozers
    - loaders
    - manual handling
- methods of visual estimation, grading, colour identification and tagging
- sorting, marking and distribution processes
- industry standard diameters and lengths
- storage systems and labelling
- procedures for recording and reporting workplace information.
-

Assessment Conditions

The following resources must be made available:

- organisational policies and procedures relevant to grading round poles and debarked logs
- poles or debarked logs of different size and type
- equipment for moving poles or debarked logs
- site procedures for poles or debarked logs
- relevant personnel for the purposes of communicating information
- documents, spreadsheets and commonly used proforma documents
- personal protective equipment suitable for grading round poles and debarked logs

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Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Assessor requirements

Assessors must:

- hold the appropriate assessor competency standards as outlined in regulations; and
- be able to demonstrate vocational competencies at least to the level being assessed; and
- be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency and assessor competence.
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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW2202 Sort boards manually

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW2202B Sort boards manually, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to conduct manual sorting operations to process and store boards of varying sizes. Work is completed in a forest products factory setting.

The unit applies to job roles including Kiln Worker, Timber Grader, Treatment Plant Worker, Production Worker and Sawmill Worker.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for sorting	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate equipment and personal protective equipment and check for operational effectiveness. 1.3 Identify type and quantity of boards for sorting and obtain from

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	storage location. 1.4 Plan sorting process in line with work order.
2. Sort boards	2.1 Follow organisational safety procedures throughout all sorting and distribution processes. 2.2 Identify board cross-sections, lengths and grades and allocate to storage bins or trays. 2.3 Assess board characteristics and defects visually. 2.4 Dispose of or recycle sub-standard boards in line with environmental protection practices or mark for docking. 2.5 Direct boards to subsequent operations in line with size and grade, maintaining material flow. 2.6 Check sorting to ensure board sizes are consistent with visual assessment. 2.7 Check operation of conveyors and bins regularly to ensure supply of boards to downstream processing. 2.8 Identify routine processing and equipment faults and resolve or report to appropriate personnel.
3. Distribute material	3.1 Move boards to storage location or transfer in line with work order. 3.2 Reject and dispose of sub-standard material in line with environmental protection practices. 3.3 Label storage locations in line with organisational procedures.

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:	• identify quantities of required material within work orders and count amounts.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders.
Reading skills to:	• interpret detailed workplace health and safety and other organisational procedures • interpret detailed work orders.
Writing skills to:	• accurately record information on storage labels • complete accurate basic records for processing and equipment faults.

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Planning and organising skills to:	• efficiently and logically sequence the stages of sorting and distribution using work order to guide activities.
Problem-solving skills to:	• identify and dispose of sub-standard materials • recognise faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select and use appropriate personal protective equipment for sorting and distributing boards • efficiently and safely distribute boards on conveyers and monitor their operation.

Range of Conditions

Not Applicable

Unit Mapping Information

FPISAW2202B Sort boards manually

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW2202 Sort boards manually

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW2202B Sort boards manually, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to sorting boards manually
- conduct manual sorting in readiness for allocation of boards to storage or downstream operations
- using transfer sorting equipment to distribute boards

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- sorting techniques and procedures
- grading markings and quality standards
- storage systems and labelling
- environmental protection practices for forest products factory settings:
  - disposing of, recycling and reusing timber
  - safe disposal of waste material
  - minimising carbon emissions
  - cleaning of plant, tools and equipment
- range of characteristics used to manually sort timber boards including:
  - type
  - finish quality

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    - timber defects
    - length
    - width
    - thickness
- range of industry-standard timber types and visual characteristics including:
    - native timber species
    - imported timber species
    - dressed timber
    - in-the-rough timber
    - stress and non-stress graded timber
    - preservative treated timber
- typical timber defects and how they affect ability to produce a quality finished product including:
    - incorrect moisture content
    - warp
    - wane
    - cupping
    - shakes
    - insect defects
    - knots
    - resin pockets
- range of industry standard lengths, cross sections, appearance grades and applicable terminology
- markings used on timber boards to identify grade
- typical work flow processes used to manually sort boards
- typical flow of timber board supply in and out of the sorting area
- typical industry and organisation specific storage layout and typical storage categories for timber boards
- methods to label timber in storage locations and common terms used
- purpose, features and operation of equipment used for sorting boards manually:
    - conveyor belt systems
    - track systems
    - different types of lifting equipment including:
        - fork lifts
        - slings
        - trolley jacks
        - gantry cranes
        - loaders
- organisational procedures specific to sorting boards manually:
    - workplace health and safety with particular emphasis use of personal protective and other equipment

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- communication reporting lines
- recording and reporting processing and equipment faults.

Assessment Conditions

The following resources must be made available:

- organisational policies and procedures for sorting boards manually
- a selection of boards for sorting
- conveyors and transfer equipment
- lifting equipment including:
- fork lifts
- slings
- trolley jacks
- gantry cranes
- loaders
- storage racks and bins
- personal protective equipment suitable for sorting boards manually
- manufacturers' instructions and recommendations for use of equipment
- work order with specific instructions for board sorting requirements
- template documents for recording processing and equipment faults and labelling storage locations

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW2203 Sort boards mechanically

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW2203B Sort boards mechanically, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to set up, operate and maintain a mechanical sorting machine to process boards of varying sizes. Work is completed in a forest products factory setting.

The unit applies to Sawmill Worker, Production Worker, Timber Grader.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for sorting	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate equipment and personal protective equipment and check for operational effectiveness. 1.3 Identify type and quantity of boards for sorting and obtain from storage location.

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	1.4 Plan sorting process in line with work order.
2. Set up board equipment	2.1 Complete pre start-up equipment checks to ensure operational effectiveness. 2.2 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.3 Identify board cross-sections, lengths and grades, and plan set size discriminations and timber flow. 2.4 Set up and start program linking board sizes to storage bins or trays and adjust to optimise storage space and operational effectiveness. 2.5 Check and correct operation of machine, gates, conveyors and bins regularly.
3. Co-ordinate material flow	3.1 Direct boards to subsequent operations in line with size and grade, maintaining material flow. 3.2 Inspect and monitor machine performance visually to ensure board sizes are consistent with machine settings. 3.3 Reject and dispose of sub-standard material in line with environmental protection practices. 3.4 Identify routine processing and equipment faults and resolve or report to appropriate personnel.
4. Complete operator maintenance	4.1 Follow organisational safety procedures to lock out equipment. 4.2 Clean and check size identification mechanisms, photo electric cells and reflectors or other switching systems. 4.3 Keep machine clear of dust and debris in line with organisational safety procedures.

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:	• identify quantities of required material within work orders and count amounts • read basic numerical machine settings and set machine for dimensions and grades.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders.
Reading skills to:	• interpret:

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	• workplace health and safety and other organisational procedures • work orders • manufacturers' instructions.
Writing skills to:	• complete accurate basic records for processing and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence the stages of sorting and distribution using work order to guide activities.
Problem-solving skills to:	• identify and dispose of sub-standard materials • identify machine sorting errors and make adjustments for correct sorting of boards • recognise faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select and use appropriate personal protective equipment for sorting and distributing boards • efficiently and safely operate and monitor mechanical sorting machine.

Range of Conditions

Not Applicable

Unit Mapping Information

FPISAW2203B Sort boards mechanically

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW2203 Sort boards mechanically

Modification History

Release	Comment
1	Replaces equivalent FPISAW2203B Sort boards mechanically, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to sorting boards mechanically
- operate mechanical sorting equipment in readiness for allocation of timber to storage or downstream operations
- accurately set mechanical sorting equipment parameters
- conduct operator maintenance on mechanical sorting equipment

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- sorting procedures and mechanical sorting techniques
- grading markings and quality standards
- environmental protection practices for forest products factory settings:
  - reducing water and energy use
  - disposing of, recycling and reusing timber
- range of characteristics used to sort timber boards:
  - type
  - finish quality
  - timber defects
  - length

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    - width
    - thickness
- range of industry-standard timber types and visual characteristics:
    - native timber species
    - imported timber species
    - dressed timber
    - in-the-rough timber
    - stress and non-stress graded timber
    - preservative treated timber
- typical timber defects and how they affect ability to produce a quality finished product:
    - incorrect moisture content
    - warp
    - wane
    - cupping
    - shakes
    - insect defects
    - knots
    - resin pockets
- range of industry standard lengths, cross sections, appearance grades and applicable terminology
- markings used on timber boards to idendify grade
- typical work flow processes used to mechanically sort boards
- typical flow of timber board supply in and out of the sorting area
- typical industry and organisation specific storage layout and typical storage categories for timber boards
- purpose, features and operation of equipment used for sorting board mechanically:
    - computer based program for sorting boards
    - mechanical sorting machine and conveyor belt system
    - storage racks and bins
- organisational procedures specific to sorting boards mechanically:
    - workplace health and safety with particular emphasis use of personal protective and other equipment
    - communication reporting lines
    - recording and reporting processing and equipment faults.

Assessment Conditions

The following resources must be made available:

- mechanical sorting machine
- storage racks and bins
- a selection of boards for sorting

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- personal protective equipment suitable for sorting boards mechanically
- manufacturers' instructions and recommendations for use of equipment
- work order with specific instructions for board sorting requirements
- template documents for recording processing and equipment faults
- organisational policies and procedures for sorting boards mechanically.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW2204 Dock boards with mechanical feed

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW2204B Dock boards with mechanical feed, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to dock material to length with a power driven saw and the aid of a mechanical feed which is monitored for flow problems. Work is completed in a forest products factory setting and includes operator maintenance.

The unit applies to Sawmill Worker, Production Worker, Timber Grader.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for docking	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate personal protective and other equipment and check for operational effectiveness. 1.3 Plan board cutting pattern and saw set-up sequences in line with

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	work order.
2. Dock boards to length	2.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Mark boards and set stops for cutting. 2.3 Follow docking sequence to produce required quantity. 2.4 Check cuts for length and grade within set tolerance. 2.5 Dispose of incorrect cuts, off-cuts and sub-standard boards in line with environmental protection practices. 2.6 Monitor mechanical feed systems regularly for material flow problems and clear blockages. 2.7 Stack material in designated location safely, in line with work order. 2.8 Identify routine processing problems and resolve or report to appropriate personnel.
3. Complete operator maintenance	3.1 Follow organisational safety procedures to lock out equipment. 3.2 Check saw blades for bluntness or damage. 3.3 Remove and replace saw blades in line with manufacturer's recommendations. 3.4 Dispose of used blades in line with environmental protection practices. 3.5 Complete basic non-specialist maintenance for equipment. 3.6 Keep machine clear of dust and debris in line with organisational safety procedures. 3.7 Record and report equipment faults and maintenance requirements 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.	
Numeracy skills to:	• identify quantities of required material within work orders and count number of boards to be cut • measure board length and cut within tolerances.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders.

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Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' instructions and maintenance recommendations.

Writing skills to:	• complete accurate basic records for equipment faults and maintenance requirements.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.
Problem-solving skills to:	• identify and dispose of incorrect cuts and sub-standard boards • identify processing problems and faulty equipment and resolve by reporting or rectifying
Technology skills to:	• select and use appropriate personal protective equipment for docking boards • select use and maintain appropriate saws for docking boards • accurately identify and replace blunt or damaged saw blades.

Range of Conditions

Not Applicable

Unit Mapping Information

FPISAW2204B Dock boards with mechanical feed

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW2204 Dock boards with mechanical feed

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW2204B Dock boards with mechanical feed, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures docking boards with mechanical feed
- dock boards with mechanical feed in line with prescribed organisational tolerances
- stack batches of cut material in storage locations according to common size, length and angle in line with organisational requirements and OHS regulations
- complete these types of maintenance on a docking saw:
- cleaning the machine of wood chips and sawdust
- replacing blunt saw blades
- inspecting machine parts for wear or damage, including guards
- greasing and lubricating moving parts
- checking the operation of emergency stop buttons and lock out systems.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- characteristics of timber and timber features
- typical work flow processes for docking boards with mechanical feed
- cutting patterns for single cuts requiring one cutting pass
- environmental protection practices for forest products factory settings:

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    - reducing water and energy use
    - cleaning plant, tools and equipment
    - disposing of, recycling and reusing timber
- typical timber defects and how they affect ability to produce quality sawn boards:
    - warp
    - wane
    - cupping
    - shakes
    - insect defects
    - knots
    - resin pockets
- range of industry standard lengths, cross sections and tolerances and applicable terminology
- range of feed rates and how they affect production output and finished quality of boards
- storage layout and categories for stacking finished materials
- purpose, features and operation of equipment used to dock boards with mechanical feed:
    - measuring equipment
    - mechanical feed systems
    - power operated manually controlled docking and trimming saws:
        - saws with adjustable angle
        - saws with one blade
        - radial arm saws
        - table saws
        - bench saws
        - saws with automatic feed
    - maintenance tools and equipment for saws
- methods for assessing saw blade condition
- organisational procedures specific to docking boards with mechanical feed:
    - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
    - communication reporting lines
    - recording and reporting processing problems and equipment faults.

Assessment Conditions

The following resources must be made available:

- tools and equipment used to dock boards with mechanical feed:
    - measuring equipment
    - mechanical feed systems
    - one or more of the following power operated manually controlled docking and trimming saws:

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    - saws with adjustable angle
    - saws with one blade
    - radial arm saws
    - table saws
    - bench saws
    - saws with automatic feed
- maintenance tools and equipment for saws
- consumable saw blades
- personal protective equipment suitable for docking boards with mechanical feed
- a selection of timber to be docked
- manufacturers':
    - instructions for equipment use
    - recommendations for repairing and maintaining equipment
- work order with specific instructions for cutting timber
- template documents for recording equipment faults and maintenance requirements
- relevant personnel for the purposes of communicating information
- organisational policies and procedures for docking boards with mechanical feed.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW2205 Assemble materials using nail plates

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW2205B Assemble materials using nail plates, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to prepare and assemble materials with nail plates; and to stack, strap and despatch them in readiness for transport to a construction site. Work is completed in a forest products factory setting.

The unit applies to Production Worker, Sawmill Worker, Manufacturing Assistant.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for assembly	1.1 Review construction plans and work order and where required clarify with appropriate personnel. 1.2 Identify and obtain type and quantity of material and nail plates to be assembled.

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	1.3 Select appropriate tools and equipment and check for operational effectiveness in line with manufacturer's recommendations. 1.4 Identify and prepare set-up jigs required for construction.
2. Assemble materials	2.1 Select timber components from pre-cut material in line with cutting list. 2.2 Reject material with defects and dispose of in line with environmental protection practices. 2.3 Use equipment in line with organisational safety procedures, manufacturer’s instructions environmental protection practices. 2.4 Identify allowable number and position of joins from construction plan. 2.5 Position and clamp components in jigs ready for joining with allowable faults, joins and grain in line with construction standards and grading rules. 2.6 Staple components to maintain temporary alignment during assembly.
3. Install nail plates	3.1 Position material and nail plate press over joints. 3.2 Position nail plates on joints and install in line with construction plan. 3.3 Repair or dispose of substandard and damaged nail plates in line with environmental protection practices. 3.4 Correct assembly faults in line with organisational procedures 3.5 Identify routine processing and equipment faults and resolve or report to appropriate personnel.
4. Prepare material for despatch and report outcomes	4.1 Check finished material for quality and label in line with work order. 4.2 Remove components from jigs and safely stack in designated location. 4.3 Strap, pack and label finished material ready for transportation. 4.4 Avoid wastage of strapping and packaging materials and maximise use of recycled materials. 4.5 Complete production and quality records and report in line with organisational procedures.

Foundation Skills

This section describes those core and employment skills that are essential to performance and

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are not explicit in the performance criteria.	

Numeracy skills to:	• interpret production data from construction plans and work orders to:
	  • count quantities of materials and nail plates and select appropriate sizes
	  • complete routine calculations for component layouts
	• accurately measure lengths and angles.

Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of construction plans and work orders • make accurate verbal reports on processing and equipment faults.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • construction plans and work orders
	  • manufacturers' instructions.

Writing skills to:	• produce basic clear labels for product identification and transportation • complete accurate basic records for production outcomes, equipment faults and maintenance requirements.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order and construction plan to guide activities.
Problem-solving skills to:	• identify and dispose of defective materials • recognise faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select and use appropriate machinery, tools and personal protective equipment used for assembling materials.

Range of Conditions

Not Applicable

Unit Mapping Information

FPISAW2205B Assemble materials using nail plates

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW2205 Assemble materials using nail plates

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW2205B Assemble materials using nail plates, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to assembling materials using nail plates
- assemble materials using nail plates in line with a work order and construction plans
- strap, pack and label bundles of completed products

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- types of tools and equipment used for assembling products; their purpose, features and operation:
  - measuring equipment
  - assembly jigs
  - nail plate presses
  - staple guns
  - nail guns
  - compressor or compressed air supply
  - marking equipment
  - strapping equipment
- characteristics of timber

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- types of materials for assembling with nail plates and their purpose
- assembly sequences
- compliantly and construction standards
- typical assembly faults triggering correction to ensure product quality:
  - incorrectly positioned joints
  - timber splits from nailing
  - incorrectly positioned nail plates
- industry standard cross-sections, lengths and tolerances
- environmental protection practices for forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing timber
- typical timber defects and how these affect ability to produce a quality finished product:
  - warp
  - wane
  - cupping
  - shakes
  - insect defects
  - knots
  - resin pockets
- storage layout and categories for stacking finished materials
- organisational procedures specific to assembling materials using nail plates:
  - workplace health and safety with particular emphasis on equipment lock out
  - use of equipment
  - communication reporting lines
  - recording and reporting production outcomes and equipment faults.
  -

Assessment Conditions

The following resources must be made available:

- tools and equipment used to assemble products:
  - measuring equipment
  - assembly jigs
  - nail plate presses
  - staple guns
  - nail guns
  - compressor or compressed air supply
  - marking equipment
  - strapping equipment

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- assembly hardware:
  - nail plates
  - nail gun nails
  - staples
- pre-cut sections of timber

personal protective equipment suitable for assembling materials

- manufacturers' instructions for equipment use
- work order and construction plan with specifications for assembling materials
- template documents for recording production outcomes and equipment faults
- organisational procedures for assembling materials using nail plates.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW2206 De-stack seasoning racks

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW2206B De-stack seasoning racks, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to assess and control dried boards, separate them from seasoning racks, and monitor their use and supply for the timber dressing process. Work is completed in a forest products factory setting.

The unit applies to Sawmill Worker, Production Worker, Kiln Worker.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for de-stacking	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate personal protective and other equipment and check for operational effectiveness in line with manufacturer's recommendations. 1.3 Identify type and quantity of boards for de-stacking and plan de-stacking process in line with work order.

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2. De-stack racks	2.1 Assess boards visually for type, size and quality. 2.2 Measure moisture content of boards and approve for de-stacking. 2.3 Load racks onto separation equipment in line with organisational safety procedures. 2.4 Separate and load boards onto conveyor systems. 2.5 Remove bearers, spacing stick and other protective timber from boards and store for return to stacking area. 2.6 Reject and dispose of sub-standard materials in line with environmental protection practices. 2.7 Keep de-stacking area clear of timber scraps and dispose of these in line with environmental protection practices.
3. Monitor board usage and maintain supply	3.1 Monitor conveyor transfer procedures and keep free from blockages. 3.2 Supply racks to board separation equipment and maintain consistent dressing size and species in line with work order. 3.3 Receive changes to dressing process size and change board supply accordingly. 3.4 Monitor changeover points in line with organisational procedures. 3.5 Identify routine processing supply and equipment faults and resolve or report 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.	
Numeracy skills to:	• identify quantities of required materials within work orders and count finished numbers • complete routine measurements of timber moisture content.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders.
Reading skills to:	• interpret: • workplace health and safety and other organisational procedures • work orders • manufacturers' recommendations • changed orders for dressing process size.

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Writing skills to:	• complete accurate basic records for processing and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and de-stacking work using work order to guide activities • respond to changes in orders by adjusting planned activities.
Problem-solving skills to:	• identify and dispose of defective materials • recognise faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select and use appropriate personal protective and other equipment for de-stack seasoning racks.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPISAW2206B De-stack seasoning racks

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW2206 De-stack seasoning racks

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW2206B De-stack seasoning racks, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to de-stacking seasoning racks
- de-stack seasoning racks in readiness for allocation of timber to storage or downstream operations including:
  - breaking down seasoning racks, moisture testing the boards and visually assessing their appearance quality
  - separating the boards from the rack bearers and spacing sticks
- accurately set board separation equipment parameters
- supply de-stacked timber for the dressing process

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- purpose, features and operation of equipment used for drying timber:
  - seasoning racks:
    - air seasoning or kiln seasoning racks
    - timber, steel or mobile racks with bearers and spacing sticks
  - mechanical board separation machine and conveyor system
  - moisture probes

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- de-stacking techniques
- markings used on timber boards to identify grade
- methods used to measure moisture content of timber
- typical work flow processes used to de-stack seasoning racks
- typical flow of timber board supply in and out of the de-stacking area
- storage systems and labelling
- range of characteristics used to visually assess timber boards:
  - type
  - finish quality
  - timber defects
  - length
  - width
  - thickness
- environmental protection practices for forest products factory settings:
  - cleaning of plant, tools and equipment
  - reducing water and energy use
  - disposing of, recycling and reusing timber
  - disposal of waste material
- range of industry-standard timber types and visual characteristics:
  - native timber species
  - imported timber species
  - dressed timber
  - in-the-rough timber
  - stress and non-stress graded timber
  - preservative treated timber
- typical timber defects and how they affect ability to produce a quality finished product:
  - incorrect moisture content
  - warp
  - wane
  - cupping
  - shakes
  - insect defects
  - knots
  - resin pockets
- range of industry standard lengths, cross sections, appearance grades and applicable terminology
- organisational procedures specific to de-stacking seasoning racks:
  - workplace health and safety with particular emphasis use of personal protective and other equipment
  - communication reporting lines

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- recording and reporting processing and equipment faults.
-

Assessment Conditions

The following resources must be made available:

- seasoning racks:
  - air seasoning or kiln seasoning racks
  - timber, steel or mobile racks with bearers and spacing sticks
- mechanical board separation machine with conveyor system
- moisture probes
- a selection of boards
- personal protective equipment suitable for de-stacking seasoning racks
- manufacturers' instructions and recommendations for use of equipment
- work order with specific instructions for separation and supply of timber
- template documents for recording processing and equipment faults
- organisational policies and procedures for de-stacking seasoning racks.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW2207 Round softwood logs

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW2207B Round softwood logs, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to shape debarked logs into round poles to a set diameter for further down-stream processing. Work is completed in a forest products factory and includes assessing logs for diameter, species, faults and moisture content.

The unit applies to Sawmill Worker, Production Worker, Treatment Plant Worker.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for rounding	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate personal protective equipment and check for operational effectiveness.

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	1.3 Assess logs to be rounded for diameter, species, faults and moisture content. 1.4 Plan rounding process in line with work order.
2. Round logs	2.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Complete pre start-up checks to ensure operational effectiveness. 2.3 Calibrate scanner in line with manufacturer's instructions. 2.4 Feed material into machine at feed rate in line with organisational procedures. 2.5 Maintain rounding process and adjust to maximise feed rate. 2.6 Check rounding process and conveyors regularly, adjusting to maintain desired quality and output. 2.7 Reject and dispose of sub-standard logs in line with environmental protection practices. 2.8 Direct rounded logs to designated area in line with work order. 2.9 Identify routine processing faults and resolve or report to appropriate personnel.
3. Complete operator maintenance	3.1 Follow organisational safety procedures to lock out equipment. 3.2 Check cutters for bluntness or damage. 3.3 Remove and replace cutters in line with manufacturer's recommendations. 3.4 Dispose of used cutters in line with environmental protection practices. 3.5 Complete basic non-specialist maintenance for equipment. 3.6 Keep machine clear of dust and debris in line with organisational safety procedures. 3.7 Record and report equipment faults and maintenance requirements to appropriate personnel.
4. Complete handover	4.1 Complete and print production and quality records. 4.2 Create back-up files in line with organisational procedures. 4.3 Brief and hand over documentation to changeover operator.

Foundation Skills

This section describes those core and employment skills that are essential to performance and

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are not explicit in the performance criteria.	
Numeracy skills to:	• identify quantities of required material within work orders and count number of logs to be rounded • complete routine calculations to measure log diameters and calibrate scanner for sizing • calculate the feed rate to optimise quality and quantity of production output.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' instructions and maintenance recommendations.

Writing skills to:	• complete accurate basic records for production outcomes, equipment faults and maintenance requirements.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.
Problem-solving skills to:	• identify and dispose of sub-standard logs • identify processing problems and faulty equipment and resolve by reporting or rectifying.
Teamwork skills to:	• complete a handover to incoming operators and share relevant information.
Technology skills to:	• select and use appropriate personal protective equipment for rounding logs • use a rounding plant to efficiently and safely round logs • operate the computerised controls and complete back-up files • accurately identify and replace blunt or damaged cutters.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPISAW2207B Round softwood logs

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Links

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Assessment Requirements for FWPSAW2207 Round softwood logs

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW2207B Round softwood logs, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to rounding softwood logs
- round softwood logs in line with prescribed organisational specifications using a machine that shapes the debarked log into a round pole
- store poles in line with organisational requirements
- complete these types of basic non-specialist maintenance:
  - cleaning the machine of wood chips and sawdust
  - replacing blunt cutters
  - inspecting machine parts for wear or damage, including guards
  - greasing and lubricating moving parts
  - checking the operation of emergency stop buttons and lock out systems

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- purpose, features and operation of equipment used to round softwood logs:
  - measuring equipment
  - rounding plant
  - scanners that calibrate dimension sizes
  - back –up computer device

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  - automated conveyor system to transport logs to and from the rounding plant
  - maintenance tools and equipment for cutters
- methods used to assess logs for:
  - diameter
  - curvature
  - faults
  - species
  - moisture content
- typical work flow processes for rounding logs
- typical flow of log supply in and out of the production area
- range of feed rates and how they affect production output and finished quality of rounded logs
- methods for assessing and rectifying typical scanner problems:
  - tangles
  - sorting pockets
  - monitor failure
- methods for assessing cutter condition
- log rounding systems, processes, feed rates and finish
- characteristics of timber
- storage systems and labelling
- environmental protection practices for forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing timber
- typical log defects and how they affect ability to produce quality rounded softwood logs:
  - warp
  - wane
  - curvature
  - cupping
  - shakes
  - insect defects
  - knots
  - resin pockets
- organisational procedures specific to rounding logs:
  - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
  - communication reporting lines
  - recording and reporting processing problems and equipment faults.
  -

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Assessment Conditions

The following resources must be made available:

- measuring equipment
- moisture probes
- rounding plant with:
  - scanner to calibrate dimension sizes
  - back –up computer device
- automated conveyor system to transport logs to and from the rounding plant
- maintenance tools and equipment for cutters
- consumable cutters
- personal protective equipment suitable for rounding logs
- a selection of logs
- manufacturers':
  - instructions for equipment use
  - recommendations for repairing and maintaining equipment
- work order with specific instructions for rounding logs and despatch to downstream processing
- template documents for recording production outcomes and equipment faults
- organisational policies and procedures for rounding logs.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW2208 Split wood products

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Application

This unit of competency describes the outcomes required to use a saw or hydraulic ram to convert wood into two or more pieces to produce split posts or firewood. Work is completed in forest products factories which produce fencing components, landscaping supplies and commercial firewood.

The unit applies to Sawmill Worker, Production Worker, Timber Products Worker.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

Element *Elements describe the essential outcomes.*	**Performance Criteria** *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.*
1. Prepare for splitting	1.1 Review work order and where required check with appropriate personnel.

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	1.2 Identify type and quantity of products for splitting. 1.3 Select appropriate personal protective and other equipment and check for operational effectiveness 1.4 Plan splitting process in line with work order.
2. Split wood products	2.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Feed material into machine at feed rate to optimise production output and quality. 2.3 Maintain splitting process and adjust to maximise feed rate, desired quality and output. 2.4 Reject and dispose of sub-standard material in line with environmental protection practices. 2.5 Direct processed wood to designated area in line with work order. 2.6 Identify routine processing problems and resolve or report to appropriate personnel.
3. Complete operator maintenance	3.1 Follow organisational safety procedures to lock out equipment. 3.2 Check saw blades for bluntness or damage. 3.3 Remove and replace saw blades in line with manufacturer's recommendations. 3.4 Dispose of used blades in line with environmental protection practices. 3.5 Complete basic non-specialist maintenance for equipment. 3.6 Keep machine clear of dust and debris in line with organisational safety procedures. 3.7 Record and report equipment faults and maintenance requirements 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.	
Numeracy skills to:	• identify quantities of required material within work orders and count number of items to be split • calculate the feed rate to optimise quality and quantity of production output.
Oral communication	• ask open and closed probe questions and actively listen to clarify contents of work orders.

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skills to:	

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' instructions and maintenance recommendations.

Writing skills to:	• complete accurate basic records for equipment faults and maintenance requirements.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.
Problem-solving skills to:	• identify and dispose of sub-standard material • identify processing problems and faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select and use appropriate personal protective equipment for splitting wood products • select, use and maintain appropriate saws for splitting wood products • accurately identify and replace blunt or damaged saw blades.

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPSAW2208 Split wood products Release 2	FWPSAW2208 Split wood products Release 1	Minor typographical errors corrected.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW2208 Split wood products

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to splitting wood products
- split wood products in line a work order and within prescribed organisational specifications
- store wood products in line with organisational requirements and OHS regulations
- complete these types of basic non-specialist maintenance:
  - cleaning the machine of wood chips and sawdust
  - replacing blunt saw blades
  - inspecting machine parts for wear or damage, including guards
  - greasing and lubricating moving parts
  - checking the operation of emergency stop buttons and lock out systems.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- purpose, features and operation of equipment used to split wood products:
  - hydraulic axe and rams
  - circular saws
  - bench saws
  - band saws
  - maintenance tools and equipment for saws
- typical work flow processes for splitting posts or firewood
- typical flow of timber supply in and out of the sawing area

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- range of cutting patterns used on timber to achieve maximum output of split posts and firewood
- range of feed rates and how they affect production output and finished quality of split posts and firewood
- methods for assessing saw blade condition
- characteristics of timber and timber defects
- splitting processes, feed rates and finish
- blade condition assessment
- storage systems and labelling
- environmental protection practices for forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing timber

typical timber defects and how they affect ability to produce quality split posts and firewood:

  - incorrect moisture content
  - warp
  - wane
  - curvature
  - cupping
  - shakes
  - insect defects
  - knots
  - resin pockets
- organisational policies and procedures specific to producing splitting wood products:
  - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
  - communication reporting lines
  - recording and reporting processing problems and equipment faults.
  -

Assessment Conditions

The following resources must be made available:

- one or more of the following tools and equipment used to split wood products:
  - hydraulic axe and rams
  - circular saws
  - bench saws
  - band saws
- maintenance tools and equipment for saws
- consumable saw blades
- personal protective equipment suitable for splitting wood products

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- a selection of round wood
- manufacturers':
  - instructions for equipment use
  - recommendations for repairing and maintaining equipment
- work order with specific instructions for splitting wood products and despatch to downstream processing
- template documents for recording equipment faults and maintenance requirements
- relevant personnel for the purposes of communicating information
- organisational procedures for splitting wood products.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW2209 Dismantle, transport and assemble hand portable sawmill

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW2209 Dismantle, transport and assemble hand portable sawmill, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to dismantle, transport and assemble a hand portable sawmill for the purposes of milling green boards at an on-site location. Work is completed in a forest products factory setting and off-site.

The unit applies to Production Worker, Saw Operator.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for operation	1.1 Review and check work order where required with appropriate personnel. 1.2 Identify type and quantity of logs for sawing and check location. 1.3 Select appropriate repair, maintenance and personal protective

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	equipment and check operational effectiveness in line with manufacturer's recommendations. 1.4 Plan dismantling, transport and set-up processes to optimise recovery time.
2. Dismantle, transport and assemble hand portable sawmill	2.1 Follow organisational safety procedures thoughout all processes. 2.2 Follow sequence of activities to dismantle sawmill in line with manufacturer's instructions. 2.3 Load and secure dismantled sawmill equipment for transportation, and move to new location. 2.4 Inspect proposed new work site for potential hazards and work flow interferences. 2.5 Identify safe site for logs, stacking of sawn boards and waste. 2.6 Follow sequence of activities to assemble hand portable sawmill in line with manufacturer's instructions. 2.7 Complete pre start-up checks on equipment to ensure operational effectiveness. 2.8 Identify routine processing and equipment faults and resolve or report to appropriate personnel.
3. Complete operator maintenance	3.1 Follow organisational safety procedures to lock out equipment. 3.2 Check saw blades for bluntness or damage. 3.3 Remove and replace saw blades in line with manufacturer's recommendations. 3.4 Dispose of used blades in line with organisational procedures and environmental protection practices. 3.5 Complete basic non-specialist maintenance for equipment. 3.6 Record and report equipment faults and maintenance requirements 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.	
Numeracy skills to:	• calculate time required to complete dismantling, transport and set-up processes.
Oral communication	• ask open and closed probe questions and actively listen to clarify

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skills to:	contents of work orders.
Reading skills to:	• interpret: • workplace health and safety and other organisational procedures • work orders • manufacturers' instructions and maintenance recommendations.
Writing skills to:	• complete accurate basic records for processing and equipment faults and maintenance requirements.
Planning and organising skills to:	• efficiently and logically sequence the stages of dismantling, transporting and assembling portable sawmills using work order to guide activities.
Problem-solving skills to:	• recognise faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select, use and maintain appropriate tools and personal protective equipment for dismantling, transporting and assembling portable sawmills • efficiently and safely dismantle, transport and assemble hand portable sawmills.

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•

Range of Conditions

Not Applicable

Unit Mapping Information

FPISAW2209B Dismantle, transport and assemble hand portable sawmill

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW2209 Dismantle, transport and assemble hand portable sawmill

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW2209 Dismantle, transport and assemble hand portable sawmill, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to dismantling, transporting and assembling a hand portable sawmill
- dismantle, transport and assemble a hand portable sawmill in readiness to produce green boards in line with a work order and within organisational specifications
- complete these types of basic non-specialist maintenance for hand portable sawmills:
  - cleaning the machine of wood chips and sawdust
  - replacing blunt and damaged saw blades
  - inspecting machine parts for wear or damage, including guards
  - greasing and lubricating moving parts
  - checking the operation of emergency stop buttons and lock out systems.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- purpose, features, operation and basic non-specialist repair and maintenance for hand portable sawmills
- sequence of activities to dismantle and re-assemble hand portable sawmills
- workflow at the site location

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- appropriate locations for portable sawmills to optimise efficient and safe workflow
- methods for assessing saw blade condition
- identifying logs for sawing including:
  - assessment of diameter range
  - curvature
  - faults
  - species
  - moisture content
- environmental protection practices for forest products factory settings and off-site sawing locations:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing materials
- organisational procedures specific to dismantling, transporting and assembling portable sawmills:
  - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
  - communication reporting lines
  - recording and reporting processing and equipment faults and maintenance requirements.

Assessment Conditions

The following resources must be made available:

- hand portable sawmills
- tools and equipment used to dismantle and assemble portable sawmills
- personal protective equipment suitable for dismantling, transporting and assembling portable sawmills
- manufacturers' instructions for dismantling, transporting and assembling portable sawmills
- work order for repair and maintenance activities with specific instructions for portable sawmill location.
- template documents for recording processing and equipment faults and maintenance requirements
- organisational procedures for dismantling, transporting and assembling portable sawmills.

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

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- 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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW2210 Prepare for timber treatment operations

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW2210B Prepare for timber treatment operations, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit describes the outcomes required to assist with the treatment of timber by monitoring operational details including timber flow to the treatment processing area, water requirements and preservative solution strength.

The unit applies to those who treat timber in a forest products factory setting. Job roles can include timber grader as well as kiln, sawmill, production or treatment plant operator.

Copper Chrome Arsenate (CCA) chemical is a restricted chemical product, which means that CCA can only be supplied to and handled by suitably trained and authorised persons.

The Australian Pesticides and Veterinary Medicines Authority (APVMA) advised that as of 1 July 2012, CCA products can only be supplied to, and used by, suitably trained persons authorised under a relevant state or territory law from that date.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction.

In Victoria, to comply with licence/permit requirements, organisations must ensure that employees working with CCA demonstrate competence in this unit (FWPSAW3201 Treat timber), or that persons working with CCA do so under the direct supervision (sight and sound) of a trained and authorised person.

For regulatory information and details in other states and territories refer to the state or territory licensing body.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

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Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Set up for treating	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate personal protective equipment and check for operational effectiveness. 1.3 Obtain chemicals and type and quantity of timber for treatment from storage. 1.4 Complete pre start-up equipment checks to ensure operational effectiveness.
2. Assist with treatment process	2.1 Monitor and maintain timber supply to the treatment process area. 2.2 Identify water requirements and check to ensure treatment process requirements are met. 2.3 Test moisture content of timber in line with organisational procedures. 2.4 Check and maintain strength of preservative solution at specified strength and volume. 2.5 Keep treating area clear of dust and debris in line with organisational safety procedures. 2.6 Safely handle treated timber and transfer to storage area. 2.7 Store chemicals in line with organisational safety procedures and report on stock levels. 2.8 Record and report processes and equipment faults 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.	
Numeracy skills to:	• identify quantities of required timber within work orders and count numbers for treatment • calculate routine ratios for preservative solutions • complete basic measurements of moisture content in timber.
Oral communication	• ask open and closed probe questions and actively listen to clarify contents of work orders.

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skills to:	

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • safety data sheets, or equivalent plain English information for timber treatment chemicals.

Writing skills to:	• complete accurate basic records for chemical stock levels, processes and equipment faults.
Planning and organising skills to:	• efficiently check operational details at regular times during the production run using work order to guide activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPISAW2210B Prepare for timber treatment operations

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW2210 Prepare for timber treatment operations

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW2210B Prepare for timber treatment operations, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- assist with the chemical timber treatment process in line with individual work orders for timber types, to be chosen from the following list:
  - native timber species
  - imported timber species
  - dressed timber
  - in-the-rough timber
  - stress and non-stress graded timber
  - sleepers
  - logs
  - rounded poles
  - beams
  - laminated beams
- across the above jobs, check and maintain the strength and volume of preservative solutions including:
  - water-borne solutions
  - oil-based solutions
  - solvent-based solutions
- at the completion of each of the above jobs, store chemicals and report on stock levels.
-

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Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- environmental protection practices for chemically treating timber:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of hazardous substances
- storage layout and categories for:
  - raw materials
  - storing finished boards
  - chemicals and preservative solutions
- properties, at a basic level of understanding, of chemicals used to treat timber and their purpose:
  - light organic solvent chemicals
  - preservative solutions:
- water-borne solutions
- oil-based solutions
- solvent-based solutions
- personal safety risks associated with handling and using chemicals and methods used to minimise these
- methods used to safely store chemicals
- typical work flow processes for chemically treating timber
- purpose, features and operation of equipment used to chemically treat timber including from the following list:
  - treaters
  - vats
  - ovens
  - resin tanks
  - effluent tanks
- organisational procedures specific to chemically treating timber including:
  - workplace health and safety with particular emphasis on equipment lock out, use of personal protective equipment and handling hazardous substances
  - communication reporting lines
  - recording and reporting chemical stock levels, processes and equipment faults.

Assessment Conditions

The following resources must be made available:

- equipment used to chemically treat timber:
  - treaters
  - vats

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    - ovens
    - resin tanks
    - effluent tanks
- personal protective equipment required for chemically treating timber
- one or more of the following types of timber to be chemically treated:
    - native timber species
    - imported timber species
    - dressed timber
    - in-the-rough timber
    - stress and non-stress graded timber
    - sleepers
    - logs
    - rounded poles
    - beams
    - laminated beams
- light organic solvent chemicals used to treat timber
- one or more of the following preservative solutions:
    - water-borne solutions
    - oil-based solutions
    - solvent-based solutions
- manufacturers 'safety data sheets, or equivalent plain English information, for chemicals and preservative solutions
- work order with specific instructions for chemical treatment of timber
- template documents for recording chemical stock levels, processes and equipment faults
- organisational procedures for chemically treating timber
- a suitably licensed person to monitor and supervise handling of CCA during assessment

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW3201 Treat timber

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW3201B Treat timber, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to chemically treat timber and to operate the treatment plant to complete treatment cycles. Work is completed in a forest products factory setting.

The unit applies to those who treat timber in a forest products factory setting. Specific job roles can include treatment plant operator, kiln operator or timber products technician.

Copper Chrome Arsenate (CCA) chemical is a restricted chemical product, which means that CCA can only be supplied to and handled by suitably trained and authorised persons.

The Australian Pesticides and Veterinary Medicines Authority (APVMA) advised that as of 1 July 2012, CCA products can only be supplied to, and used by, suitably trained persons authorised under a relevant state or territory law from that date.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction.

In Victoria, to comply with licence/permit requirements, organisations must ensure that employees working with CCA demonstrate competence in this unit (FWPSAW3201 Treat timber), or that persons working with CCA do so under the direct supervision (sight and sound) of a trained and authorised person.

For regulatory information and details in other states and territories refer to the state or territory licensing body.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

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Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for treating timber	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate personal protective equipment and check for operational effectiveness. 1.3 Obtain chemicals and type and quantity of timber for treatment from storage. 1.4 Plan treating cycles in line with work order.
2. Use equipment to treat timber	2.1 Complete pre start-up equipment checks to ensure operational effectiveness. 2.2 Identify water requirements and check to ensure treatment process requirements are met. 2.3 Test moisture content of timber in line with organisational procedures. 2.4 Check, adjust and maintain strength of preservative solution at specified strength and volume. 2.5 Bring treating plant to full operating condition and regularly check operating parameters to ensure optimum output. 2.6 Load timber into treatment vessel and complete treatment cycles. 2.7 Brand treated timber in line with organisational procedures. 2.8 Safely handle treated timber and transfer to storage area.
3. Complete operator maintenance	3.1 Follow organisational safety procedures to lock out equipment. 3.2 Check all treatment mechanisms for effective condition. 3.3 Keep machine clear of dust and debris in line with organisational safety procedures. 3.4 Store chemicals in line with organisational safety procedures and report on stock levels. 3.5 Record and report timber treating process and equipment faults to appropriate personnel.

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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:	• identify quantities of required timber within work orders and count numbers for treatment • calculate routine solution strengths and retention rates for preservative solutions • complete basic measurements of moisture content in timber.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	• safety data sheets, or equivalent plain English information, for timber treatment chemicals.

Writing skills to:	• complete accurate basic records for chemical stock levels, processes and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence the stages of timber treatment processes using work order to guide activities.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPISAW3201B Treat timber

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW3201 Treat timber

Modification History

Release	Comment
1	Replaces equivalent FPISAW3201B Treat timber, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- complete chemical timber treatment processes in line with an individual work orders prescribing different timber types selected from the following list:
  - native timber species
  - imported timber species
  - dressed timber, stress and non-stress graded timber
  - in-the-rough timber
  - sleepers
  - logs, rounded poles
  - beams, laminated beams
- across the above jobs, check, adjust and maintain the strength and volume types of preservative solutions including:
  - water-borne solutions
  - oil-based solutions
  - solvent-based solutions
- at the completion of each of the above jobs, complete operator maintenance, store chemicals and report on stock levels.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

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- environmental protection practices for chemically treating timber:
  - reducing water and energy use
  - water management strategies
  - cleaning plant, tools and equipment
  - disposing of hazardous substances
- storage layout and categories for:
  - raw materials
  - storing finished boards
  - chemicals and preservative solutions
- purpose of treating timber
- characteristics of timber types, effects of the treatment process and appropriate range of temperatures
- properties, at a basic level of understanding, of chemicals used to treat timber and their purpose:
- water-borne, oil and solvent based preservative solutions with chemical treatments including:
  - creosote and modified creosote-based
  - copper chrome arsenate salts (CCA)
  - compounds of boron and fluoride salts
  - alkaline copper quaternary (ACQ)
  - light organic solvent-borne preservative (LOSP)
  - micronised copper azole (MCA or Tanalith E)
- personal safety risks associated with handling and using chemicals and methods used to minimise these
- methods used to safely store chemicals
- typical work flow processes and techniques for chemically treating timber:
  - full cell
  - modified cell
  - empty cell
  - immersion
  - rueping
  - double vacuum
  - dip diffusion
  - vat and sprays
- methods used to brand treated timber and range of industry and organisation markings:
  - burning
  - hammer impressions
  - ink
  - tags
- purpose, features and operation of equipment used to chemically treat timber including from the following list:

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  - treatment cylinders
  - working tanks
  - mix tanks
  - concentrate storage tanks
  - effluent tanks
  - vacuum pump and seals
- organisational procedures specific to chemically treating timber:
  - workplace health and safety with particular emphasis on equipment lock out, use of personal protective equipment and handling hazardous substances
  - communication reporting lines
  - recording and reporting chemical stock levels, processes and equipment faults.
  -

Assessment Conditions

The following resources must be made available:

- one or more of the following types of equipment used to chemically treat timber:
  - treatment cylinders
  - working tanks
  - mix tanks
  - concentrate storage tanks
  - effluent tanks
- branding equipment and consumables
- personal protective equipment suitable for chemically treating timber
- one or more of the following types of timber to be chemically treated:
  - native timber species
  - imported timber species
  - dressed timber
  - in-the-rough timber
  - stress and non-stress graded timber
  - sleepers
  - logs
  - rounded poles
  - beams
  - laminated beams
- one or more of the following types of preservative solution:
  - water-borne solutions
  - oil-based solutions
  - solvent-based solutions
- manufacturers ‘safety data sheets, or equivalent plain English information, for chemicals and preservative solutions

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- work order with specific instructions for chemical treatment of timber
- template documents for recording chemical stock levels, processes and equipment faults
- organisational procedures for chemically treating timber
- relevant personnel for the purposes of communicating information
- a suitably licensed person to monitor and supervise handling of CCA during assessment.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW3202 Produce sawn green boards

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW3202B Produce sawn green boards, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to re-saw material to width and on the cant with sawing machinery to optimise timber conversion and usability. Work is completed in a forest products factory and includes operator maintenance.

The unit applies to Sawmilling Operator, Sawyer, or Benchman.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for conversion	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate personal protective and other equipment and check for operational effectiveness. 1.3 Plan timber conversion and saw set-up in line with work order. 1.4 Acquire the type and quantity of material to be cut from the storage

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	location.
2. Produce green boards	2.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Set saw, carriage and feed; check and adjust regularly to suit conversion plan, ordered sizes and tolerances. 2.3 Monitor timber quantity to ensure constant supply to the saw. 2.4 Maintain feed rate to optimise production without damaging boards or saw blade. 2.5 Dispose of incorrect cuts, off-cuts and sub-standard boards in line with environmental protection practices. 2.6 Stack material safely in line with work order. 2.7 Identify routine processing problems and resolve or report to appropriate personnel.
3. Complete operator maintenance	3.1 Follow organisational safety procedures to lock out equipment. 3.2 Check saw blades for bluntness or damage. 3.3 Remove and replace saw blades in line with manufacturer's recommendations. 3.4 Dispose of used blades in line with and environmental protection practices. 3.5 Complete basic non-specialist maintenance for equipment. 3.6 Keep machine clear of dust and debris in line with organisational safety procedures. 3.7 Record and report equipment faults and maintenance requirements 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.	
Numeracy skills to:	• identify quantities of required material within work orders and count numbers of flitchs or cants to be sawn • interpret order sizes and set up saws to achieve correct depth, width and thickness of cut • calculate the feed rate to optimise quality and quantity of production output.
Oral communication	• ask open and closed probe questions and actively listen to clarify contents of work orders.

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skills to:	

Reading skills to:	• interpret detailed familiar and unfamiliar:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' instructions and maintenance recommendations.

Writing skills to:	• complete accurate basic records for equipment faults and maintenance requirements.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.
Problem-solving skills to:	• identify and dispose of incorrect cuts and sub-standard boards • identify processing problems and faulty equipment and resolve by reporting or rectifying

Range of Conditions

Not Applicable

Unit Mapping Information

FPISAW3202B Produce sawn green boards

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW3202 Produce sawn green boards

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW3202B Produce sawn green boards, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- produce sawn green boards for one or more of these types of timber in line with an individual work order prescribing different lengths and tolerances and number of boards for each job:
  - hardwood
  - softwood
  - native timber species
  - imported timber species
- using one or more of the following saw types:
  - power operated, automatic feed controlled ripping saws
  - saws with adjustable cant (sloping table)
  - saws with one blade
  - rip saws
  - table saws
  - bench saws
- for each of the above jobs, stack batches of cut material in storage location according to common size, length width and cant
- complete these types of basic non-specialist maintenance:
  - cleaning the machine of wood chips and sawdust
  - replacing blunt saw blades

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- inspecting machine parts for wear or damage, including guards
- greasing and lubricating moving parts
- checking the operation of emergency stop buttons and lock out systems.
-

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- typical timber defects and how they affect ability to produce quality sawn boards:
  - warp
  - wane
  - cupping
  - shakes
  - insect defects
  - knots
  - resin pockets
- typical work flow processes for sawing green boards
- typical flow of flitch and cant supply into the sawing area
- range of cutting patterns used on green flitches and cants to achieve maximum output of green boards
- range of industry standard lengths, cross sections and tolerances and applicable terminology
- range of feed rates and how they affect production output and finished quality of green boards
- storage layout and categories for stacking finished materials
- purpose, features and operation of equipment used to produce sawn green boards:
  - measuring equipment
  - saws:
    - power operated, automatic feed controlled ripping saws
    - saws with adjustable cant (sloping table)
    - saws with one blade
    - rip saws
    - table saws
    - bench saws
  - maintenance tools and equipment for saws
- methods for assessing saw blade condition
- environmental protection practices for forest products factory settings:
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing timber
- organisational procedures specific to producing sawn green boards:

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- workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
- communication reporting lines
- recording and reporting processing problems and equipment faults.
-

Assessment Conditions

The following resources must be made available:

- tools and equipment used to produce sawn green boards:
  - measuring equipment
  - one or more saws, which must be one or more of the following:
    - power operated, automatic feed controlled ripping saws
    - saws with adjustable cant (sloping table)
    - saws with one blade
    - rip saws
    - table saws
    - bench saws
- maintenance tools and equipment for saws
- consumable saw blades
- personal protective equipment suitable for producing sawn green boards
- a diverse, comprehensive and commercial range of green flitches and cants
- manufacturers':
  - instructions for equipment use
  - recommendations for repairing and maintaining equipment
- work order with specific instructions for cutting green timber boards
- template documents for recording equipment faults and maintenance requirements
- relevant personnel for the purposes of communicating information
- organisational procedures for producing sawn green boards.

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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FWPSAW3203 Break down logs

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW3203B Break down logs, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to prepare logs for sawing, set up the processing of logs, break down logs into flitches or cants and maintain the production flow. Work is completed in a forest products factory and includes operator maintenance.

The unit applies to Sawmill Worker, Production Worker.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for sawing	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate personal protective equipment and check for operational effectiveness. 1.3 Plan sawing process in line with work order.
2. Break down logs	2.1 Use equipment in line with organisational safety procedures,

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	manufacturer's instructions and environmental protection practices. 2.2 Complete pre start-up checks to ensure operational effectiveness. 2.3 Use dogs to secure and align logs to saw and minimise damage. 2.4 Clear logs of foreign matter and feed into saw at feed rate in line with organisational safety procedures. 2.5 Check break down process regularly and adjust to maintain desired quality and output. 2.6 Reject and dispose of sub-standard material in line with environmental protection practices. 2.7 Direct broken down logs to designated area in line with work order. 2.8 Identify routine processing problems and resolve or report to appropriate personnel.
3. Complete operator maintenance	3.1 Follow organisational safety procedures to lock out equipment. 3.2 Check saw blades for bluntness or damage. 3.3 Remove and replace saw blades in line with manufacturer's recommendations. 3.4 Dispose of used blades in line with environmental protection practices. 3.5 Complete basic non-specialist maintenance for equipment. 3.6 Keep machine clear of dust and debris in line with organisational safety procedures. 3.7 Record and report equipment faults and maintenance requirements 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.	
Numeracy skills to:	• identify quantities of required material within work orders and count number of logs to be sawn • complete routine calculations to determine correct angles for aligning logs to equipment • calculate the feed rate to optimise quality and quantity of production output.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders

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Reading skills to:	• interpret: • workplace health and safety and other organisational procedures • work orders • manufacturers' instructions and maintenance recommendations.
Writing skills to:	• complete accurate basic records for equipment faults and maintenance requirements.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.
Problem-solving skills to:	• identify and dispose of sub-standard materials • identify processing problems and faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select and use appropriate personal protective equipment for breaking down logs • use saws to efficiently and safely break down logs • accurately identify and replace blunt or damaged saw blades.

Range of Conditions

Not Applicable

Unit Mapping Information

FPISAW3203B Break down logs

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW3203 Break down logs

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW3203B Break down logs, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to breaking down logs
- break down logs to produce sections in line with a work order and within prescribed organisational specifications
- complete these types of basic non-specialist maintenance:
  - cleaning the machine of wood chips and sawdust
  - replacing blunt saw blades
  - inspecting machine parts for wear or damage, including guards
  - greasing and lubricating moving parts
  - checking the operation of emergency stop buttons and lock out systems.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- purpose, features and operation of equipment used to break down logs:
  - carriages:
    - standard three headed dog carriages
    - flat top carriages with head rigs
  - saws:
    - circular saws

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    - bench saws
    - overhead frame saws or band saws
  - mechanical feed
  - conveyor system to transport logs to and from the sawing area
  - maintenance tools and equipment for saws
- typical work flow processes for breaking down logs
- typical flow of log supply in and out of the sawing area
- range of cutting patterns used on logs to achieve maximum output of flitches and cants
- range of feed rates and how they affect production output and finished quality of flitches and cants
- characterstics of timber
- breakdown processes, feed rates and finish
- methods for assessing saw blade condition
- storage systems and labelling
- environmental protection practices for forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing timber
- typical log defects and how they affect ability to produce quality flitches and cants:
  - warp
  - wane
  - curvature
  - cupping
  - shakes
  - insect defects
  - knots
  - resin pockets
- organisational policies and procedures specific to breaking down logs:
  - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
  - communication reporting lines
  - recording and reporting processing problems and equipment faults.

Assessment Conditions

The following resources must be made available:

- one or more of the following carriages:
  - standard three headed dog carriages
  - flat top carriages with head rigs
- one or more of the following saws:
  - circular saws

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  - bench saws
  - overhead frame saws or band saws
- mechanical feed
- conveyor system to transport logs to and from the sawing area
- maintenance tools and equipment for saws
- consumable saw blades
- personal protective equipment suitable for rounding logs
- a selection of logs
- manufacturers':
  - instructions for equipment use
  - recommendations for repairing and maintaining equipment
- work order with specific instructions for breaking down logs and despatch to downstream processing
- template documents for recording equipment faults and maintenance requirements
- relevant personnel for the purposes of communicating information
- organisational policies and procedures for breaking down logs.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW3204 Saw flitches and cants

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Application

This unit of competency describes the outcomes required to set up the processing of logs, saw logs into flitches or cants and maintain the production flow. Work is completed in a forest products factory and includes operator maintenance.

The unit applies to Sawmill Worker, Production Worker.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

Element *Elements describe the essential outcomes.*	**Performance Criteria** *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.*
1. Prepare for sawing	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate personal protective equipment and check for operational effectiveness.

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	1.3 Plan sawing process in line with work order.
2. Saw flitches and cants	2.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Complete pre start-up checks to ensure operational effectiveness. 2.3 Use dogs to secure and align logs to saw and minimise damage. 2.4 Clear logs of foreign matter and feed into saw at feed rate in line with organisational procedures. 2.5 Plan sawing sequence to produce required quantity of flitches or cants and to maximise feed rate. 2.6 Check sawing process regularly and adjust to maintain desired quality and output. 2.7 Reject and dispose of sub-standard logs in line with and environmental protection practices. 2.8 Direct flitches and cants to designated area in line with work order. 2.9 Identify routine processing problems and resolve or report to appropriate personnel.
3. Complete operator maintenance	3.1 Follow organisational safety procedures to lock out equipment. 3.2 Check saw blades for bluntness or damage. 3.3 Remove and replace saw blades in line with manufacturer's recommendations. 3.4 Dispose of used blades in line with environmental protection practices. 3.5 Complete basic non-specialist maintenance for equipment. 3.6 Keep machine clear of dust and debris in line with organisational safety procedures. 3.7 Record and report equipment faults and maintenance requirements 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.	
Numeracy skills to:	• identify quantities of required material within work orders and count number of logs to be sawn • complete routine calculations to determine correct angles for aligning logs to equipment • calculate the feed rate to optimise quality and quantity of

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	production output.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' instructions and maintenance recommendations.

Writing skills to:	• complete accurate basic records for equipment faults and maintenance requirements.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.
Problem-solving skills to:	• identify and dispose of sub-standard logs • identify processing problems and faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select and use appropriate personal protective equipment for sawing flitches and logs • use saws to efficiently and saw flitches and cants • accurately identify and replace blunt or damaged saw blades.

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPSAW3204 Saw flitches and cants Release 2	FWPSAW3204 Saw flitches and cants Release 1	Minor typographical errors corrected.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW3204 Saw flitches and cants

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to sawing flitches and cants
- saw log sections to produce flitches and cants in line with a work order and within prescribed organisational specifications
- complete these types of basic non-specialist maintenance:
  - cleaning the machine of wood chips and sawdust
  - replacing blunt saw blades
  - inspecting machine parts for wear or damage, including guards
  - greasing and lubricating moving parts
  - checking the operation of emergency stop buttons and lock out systems.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- purpose, features and operation of equipment used to saw flitches and cants:
  - carriages - standard three headed dog carriages and flat top carriages with head rigs
  - saws - circular saws, bench saws and overhead frame saws or band saws
  - mechanical feed
  - conveyor system to transport logs to and from the sawing area
  - maintenance tools and equipment for saws
- typical work flow processes for sawing flitches and cants
- typical flow of log supply in and out of the sawing area

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- range of cutting patterns used on logs to achieve maximum output of flitches and cants
- range of feed rates and how they affect production output and finished quality of flitches and cants
- methods for assessing saw blade condition
- characteristics of timber
- storage systems and labelling
- environmental protection practices for forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing timber
- typical log defects and how they affect ability to produce quality flitches and cants:
  - warp
  - wane
  - curvature
  - cupping
  - shakes
  - insect defects
  - knots
  - resin pockets
- organisational policies and procedures specific to sawing flitches and cants:
  - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
  - communication reporting lines
  - recording and reporting processing problems and equipment faults.
  -

Assessment Conditions

The following resources must be made available:

- one or more of the following types of carriages:
  - standard three headed dog carriages
  - flat top carriages with head rigs
- one or more of the following types of saws:
  - circular saws
  - bench saws
  - overhead frame saws or band saws
- mechanical feed
- conveyor system to transport logs to and from the sawing area
- maintenance tools and equipment for saws
- consumable saw blades
- personal protective equipment suitable for rounding logs

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- a selection of logs
- manufacturers':
  - instructions for equipment use
  - recommendations for repairing and maintaining equipment
- work order with specific instructions for sawing flitches and cants and despatch to downstream processing
- template documents for recording equipment faults and maintenance requirements
- relevant personnel for the purposes of communicating information
- organisational policies and procedures for sawing flitches and cants.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW3205 Dry hardwood

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW3205B Dry Hardwood, which was first released with FPI11 Forest and Forest Products Training Package Version 1. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to dry hardwood using a kiln.

The unit applies to those working in a forest products factory setting.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Wood Panel and Board Production

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for drying	1.1 Review and check work order. 1.2 Locate required type and quantity of hardwood that has been through the conversion process and requires drying. 1.3 Select equipment and check for operational effectiveness. 1.4 Select oven sections and sample boards and cut boards following standard operating procedures.

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	1.5 Plan drying process.
2. Load kiln and control kiln conditions	2.1 Visually assess racks to be dried for consistent drying characteristics. 2.2 Measure and check moisture content of hardwood for drying. 2.3 Conduct pre start-up checks according to site requirements. 2.4 Follow emergency shutdown procedures when alarm is triggered. 2.5 Load kiln with racks selected for processing. 2.6 Weigh sample boards during drying and check results against standard operating procedures. 2.7 Position baffles and blankets. 2.8 Check and adjust kiln control settings are to meet drying schedules.
3. Unload kiln and process hardwood	3.1 Identify end point of drying and make kiln safe for entry. 3.2 Check hardwood for compliance with target moisture content 3.3 Follow site procedures for removal of moisture probes and baffles. 3.4 Monitor kiln charge and recondition or conduct high humidity treatment as appropriate 3.5 Move and store hardwood for processing. 3.6 Identify sub-standard material and recommend lower value product uses. 3.7 Clean work area according to site requirements. 3.8 Record drying process and report any equipment faults.

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:	• measure temperatures, humidities and calculate moisture content.
Reading skills to:	• review manufacturer’s instructions for drying equipment.
Writing skills to:	• complete accurate basic records for processing and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and kiln drying work using work order to guide activities.
Problem-solving skills	• monitor kiln operation and respond to deficiencies by adjusting

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to:	drying conditions • respond to emergency situations and swiftly shut down kiln • identify and dispose of sub-standard materials • recognise faulty equipment and resolve by reporting or rectifying.

Range of Conditions

Not Applicable

Unit Mapping Information

FPISAW3205B Dry Hardwood

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW3205 Dry hardwood

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW3205B Dry Hardwood, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures for drying hardwood – work orders will include information regarding species colour, type, width, length, thickness, quantity, instructions for the environmental monitoring of work and procedures, environmental care requirements relevant to the work.
- use moisture probes and correctly calculate moisture content
- safely and efficiently use and maintain kilns and equipment for drying hardwood
- dry hardwood to specified end moisture content in readiness for storage and/or processing
- safely move and store dried hardwood according to site procedures
- accurately record and report on drying processes.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- environmental protection requirements and organizational procedures for the safe disposal or recycling of waste material and the cleaning of plant, tools and equipment
- organisational and site policies and procedures for drying hardwood
- drying techniques
- kiln operations
- fire safety procedures
- visual assessment of materials for:

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  - stability
  - spacing of strips
  - support to minimise warping
- characteristics of hardwood which must include one or more of the following:
  - native timber species
  - imported timber species
  - dressed timber
  - in-the-rough timber
  - preservative treated timber
- methods for the measurement of moisture content and Equilibrium Moisture Content (EMC)
- storage systems and labeling processes
- baffles and blankets and their applications
- procedures for recording and reporting workplace information.

Assessment Conditions

The following resources must be made available:

- kilns or vacuum dryers
- hardwood for drying
- personal protective equipment required for drying hardwood
- organisational policies and procedures for drying hardwood.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW3206 Dry softwood

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW3206B Dry softwood, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to prepare timber racks for processing, load and unload conventional and high temperature kilns and to monitor and control kiln conditions to dry and recondition softwood. Work is completed in a forest products factory setting.

The unit applies to those who dry softwood using a kiln in a forest products factory setting.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Wood Panel and Board Production

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for drying	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate personal protective and other equipment and use in line with manufacturer's recommendations. 1.3 Identify and obtain type and quantity of softwood to be dried from

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	conversion process. 1.4 Plan drying process in line with work order.
2. Load and control kiln conditions	2.1 Assess racks visually to ensure consistent drying requirements for timber and adjust as required. 2.2 Measure moisture content and routinely compare with anticipated levels in line with organisational procedures. 2.3 Complete pre start-up equipment checks to ensure operational effectiveness. 2.4 Load kiln with racks selected for processing and report to appropriate personnel. 2.5 Position baffles and blankets in line with manufacturer's instructions. 2.6 Adjust and check kiln control settings regularly in line with drying schedules and organisational safety procedures. 2.7 Follow emergency shutdown procedures when alarm is triggered.
3. Unload kiln and process softwood	3.1 Identify drying end point and make kiln safe for entry. 3.2 Open kiln and identify moisture content of processed softwood. 3.3 Remove moisture probes and baffles from timber. 3.4 Direct and move softwood to storage or processing operations in line with organisational procedures. 3.5 Identify sub-standard material and re-process or direct for lower value usage. 3.6 Keep work area clean and clear of debris in line with organisational safety procedures. 3.7 Identify routine processing and equipment faults and resolve or report 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.	
Numeracy skills to:	• complete routine measurements of timber moisture levels • read basic kiln temperature settings; set and adjust levels according to drying requirements.
Oral communication	• ask questions and actively listen to clarify contents of work orders.

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skills to:	

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' instructions and recommendations.

Writing skills to:	• complete accurate basic records for processing and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and kiln drying work using work order to guide activities.
Problem-solving skills to:	• monitor kiln operation and respond to deficiencies by adjusting drying conditions • respond to emergency situations and swiftly shut down kiln • identify sub-standard material and re-process or direct for lower value usage • recognise faulty equipment and resolve by reporting or rectifying.

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•

Range of Conditions

Not Applicable

Unit Mapping Information

FPISAW3206B Dry softwood

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW3206 Dry softwood

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW3206B Dry softwood, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- operate a kiln to dry one or more different types of softwood as listed below in line with an individual work order for each job:
  - imported timber species
  - dressed timber
  - in-the-rough timber
  - preservative treated timber.
- visually assess racks and make necessary adjustments for:
  - stability
  - spacing of strips
  - support to minimise warping.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- environmental protection practices for forest products factory settings:
  - reducing water and energy use
  - disposing of, recycling and reusing timber
- purpose of kiln drying softwood and meaning of equilibrium moisture content (EMC)
- characteristics of softwood and effects of the drying process

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- issues considered when visually assessing racks to ensure consistent drying requirements for timber:
  - stability
  - spacing of strips
  - support to minimise warping
- methods used to measure moisture content of timber before and after drying process
- typical work flow processes used to dry timber using kilns
- typical flow of timber board supply in and out of the drying area
- purpose, features and operation of equipment used for drying softwood:
  - different types of drying kilns:
    - conventional
    - high temperature
    - very high temperature
    - extremely high temperature
    - vaccum dryer
  - different types of lifting equipment:
    - fork lifts
    - slings
    - trolley jacks
    - gantry cranes
    - loaders
  - baffles and blankets
  - moisture probes
- organisational procedures specific to drying softwood:
  - workplace health and safety with particular emphasis use of personal protective and other equipment
  - kiln operation
  - communication reporting lines
  - recording and reporting processing and equipment faults.

Assessment Conditions

The following resources must be made available:

- one or more of the following types of drying kiln:
  - conventional
  - high temperature
  - very high temperature
  - extremely high temperature
  - vacuum dryer
- heat source which must be either steam, hot oil or gas

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- one or more of the following types of lifting equipment:
  - fork lifts
  - slings
  - trolley jacks
  - gantry cranes
  - loaders
- baffles and blankets
- moisture probes
- a diverse, comprehensive and commercial product range of softwood timber
- personal protective equipment suitable for kiln operation
- manufacturers' instructions and recommendations for use of equipment
- work order with specific instructions for the types and quantity of timber to be dried
- template documents for recording processing and equipment faults
- organisational procedures for drying softwood.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Assessor requirements

Assessors must:

- hold the appropriate assessor competency standards as outlined in regulations; and
- be able to demonstrate vocational competencies at least to the level being assessed; and
- be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency and assessor competence.
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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW3207 Sharpen band saws

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW3207B Sharpen band saws, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to assess the condition of band saw blades, set up the sharpening machine and sharpen saw blades with a grinder. Work is completed in a forest products factory setting.

The unit applies to Sawdoctor, Saw Repairer, Sawyer.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for sharpening	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate repair, maintenance and personal protective equipment and check for operational effectiveness in line with manufacturer's recommendations. 1.3 Plan sharpening process in line with work order.

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2. Assess condition and set up sharpening equipment	2.1 Follow organisational safety procedures thoughout all maintenance and repair processes. 2.2 Remove band saw blades from designated machinery. 2.3 Assess cutting performance of blade and determine need to replace or sharpen. 2.4 Assess condition of prior repairs and blade teeth, set and tension. 2.5 Select sharpening machine and change or dress grinding wheel. 2.6 Adjust machine settings to suit required blade geometry and set blade to manufacturer's recommendations. 2.7 Align blade tooth with machine feed mechanism.
3. Sharpen band saw blade	3.1 Conduct tests to ensure teeth and machine feed mechanism are aligned. 3.2 Establish depth of machine cut and in-feed from blade condition. 3.3 Monitor machine sharpening process to ensure correct grinding conditions and geometry. 3.4 Finalise process and check blade for sharpness, correct cutting angle and profile. 3.5 Identify damaged and exhausted saw blades and and dispose of these in line with environmental protection practices. 3.6 Package band saw for protection during return to service. 3.7 Identify routine processing and equipment faults and resolve or report 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.	

Numeracy skills to:	• calculate requirements and:
	  • operate machine at correct speed, pitch and angle
	  • sharpen blades to correct set, tension and profile.

Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders.

Reading skills to:	• interpret:
	  • workplace health and safety procedures
	  • work orders
	  • manufacturers’ maintenance recommendations.

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Writing skills to:	• complete accurate basic records of processing and equipment faults..
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and repair work using work order to guide activities.
Problem-solving skills to:	• assess blade condition and rectify faults through correct sharpening process • identify and dispose of exhausted and damaged blades • recognise faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select and use appropriate repair, maintenance and personal protective equipment for sharpening band saw blades • efficiently and safely sharpen band saw blades.

Range of Conditions

Not Applicable

Unit Mapping Information

FPISAW3207B Sharpen band saws

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW3207 Sharpen band saws

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW3207B Sharpen band saws, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to sharpening band saws
- sharpen band saws in line with a work order and within prescribed organisational requirements
- assess cutting performance as follows:
  - saw performance balanced against achievement of required production time
  - degree of deviation in the range of sawn products
- assess the condition of blade teeth for:
  - sharpness of each tooth
  - damage to teeth
  - pitch
  - number of teeth per metre
- operate the abrasive wheel at appropriate speed to remove material without affecting steel characteristics
- produce a quality of surface texture left by the abrasive wheel along the entire profile and at the intersection of all cutting edge angles.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

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- purpose, features and operation of band saws for which blades are sharpened
- features and names of different parts of band saw blades
- purpose, features and operation of tools and equipment used to sharpen band saw blades:
  - sharpening machines
  - grinding wheels
- importance of sharpening and setting teeth and tension to match requirements for:
  - characteristics of various materials sawn
  - speed of the sawing process
  - direction of the sawing process
  - cutting angle for sawing
  - saw blade specifications
- methods for:
  - removing saw blades from band saws
  - assessing saw blade condition
  - sharpening blades to specified requirements
  - setting teeth to a specified profile
  - setting tension of blades to specified requirements
  - aligning saw teeth
- tooth pitch and tooth angles at which blades are sharpened (blade geometry)
- range of speeds at which abrasive wheels can be operated without damaging blades
- organisational policies and procedures specific to sharpening band saw blades:
  - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
  - communication reporting lines
  - recording and reporting processing and equipment faults
- environmental protection practices for repairing and maintaining tools and equipment in forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing materials

Assessment Conditions

The following resources must be made available:

- tools and equipment used to sharpen band saw blades:
  - sharpening machines
  - grinding wheels
- band saws for which blades are to be sharpened
- one or more of the following types of band saw blades to be sharpened:
  - wide band saw blades used for processing timber products
  - narrow band saw blades used for cutting both ferrous and non-ferrous materials

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- personal protective equipment suitable for sharpening band saw blades
- manufacturers' instructions for use, repair and maintenance of equipment
- work order for repair and maintenance activities with specific instructions for sharpening band saw blades in specified equipment
- template documents for recording processing and equipment faults
- organisational procedures for sharpening band saw blades.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW3208 Sharpen circular saws

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW3208B Sharpen circular saws, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to assess circular saw blade condition, set up for sharpening and sharpen saw blades with a manually controlled grinder. Work is completed in a forest products factory setting.

The unit applies to Sawdoctor, Saw Repairer, Sawyer.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for sharpening	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate repair, maintenance and personal protective equipment and check for operational effectiveness in line with manufacturer's recommendations. 1.3 Plan sharpening process in line with work order and site procedures.

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2. Assess condition and set up sharpening equipment	2.1 Follow organisational safety procedures thoughout all maintenance and repair processes. 2.2 Assess cutting performance of blade and determine need to replace or sharpen. 2.3 Assess prior repairs and condition of teeth, set, and straightness of blade. 2.4 Select sharpening machine with suitable wheel diameter and thickness and change, profile or grind wheel in line with manufacturer's instructions. 2.5 Adjust machine settings to suit required tooth profile geometry, blade set or kerf, blade thickness and diameter to manufacturer's recommendations. 2.6 Set up saw in grinder with appropriate attachments for tooth pitch.
3. Sharpen circular saw blade	3.1 Grind teeth face and gullet to achieve required sharpness and surface finish. 3.2 Maintain tooth profile to industry standards. 3.3 Keep variations in tooth height within industry or manufacturer tolerances for concentricity. 3.4 Control wheel and saw hand feeds to minimise wear, avoid burn marks and maintain smooth surface finish. 3.5 Identify damaged and exhausted circular saw blades and dispose of these in line with organisational procedures and environmental protection practices. 3.6 Identify routine processing and equipment faults and resolve or report 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.	
Numeracy skills to:	• estimate speed at which the abrasive wheel can remove material without affecting steel characteristics when sharpening • measure cutting performance • complete precise calculations to machine teeth to correct • angle • pitch • height

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	• depth.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders.
Reading skills to:	• interpret: • workplace health and safety procedures • work orders • manufacturer's instructions and maintenance recommendations.
Writing skills to:	• complete basic accurate records of processing and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence stages of preparation and repair work using work order to guide activities.
Problem-solving skills to:	• assess blade condition and rectify faults through correct sharpening process • identify and dispose of exhausted and damaged blades • recognise faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select and use appropriate repair, maintenance and personal protective equipment for sharpening circular saw blades • efficiently and safely sharpen circular saw blades.

Range of Conditions

Not Applicable

Unit Mapping Information

FPISAW3208B Sharpen circular saws

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW3208 Sharpen circular saws

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW3208B Sharpen circular saws, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to sharpening circular saws
- remove and replace circular saw blades from equipment
- sharpen circular saw blades in line with an individual work order for each job
- assess cutting performance as follows:
  - saw performance balanced against achievement of required production time
  - degree of deviation in the range of sawn products
- assess the condition of blade teeth for:
  - sharpness of tooth cutting edges
  - angles within the tooth profile
  - tooth strength
  - damage to teeth
  - pitch
  - depth
  - number of teeth per metre
- operate the abrasive wheel at appropriate speed to remove material without affecting steel characteristics
- produce a quality of surface texture left by the abrasive wheel along the entire profile and at the intersection of all cutting edge angles.

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Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- purpose, features and operation of circular saws for which blades are sharpened
- features and names of different parts of circular saw blades
- purpose, features and operation of tools and equipment used to sharpen circular saw blades:
  - gulleting and grinding machines
  - abrasive wheels
- importance of sharpening and setting teeth and tension to match requirements for:
  - characteristics of various materials sawn
  - speed of the sawing process
  - direction of the sawing process
  - cutting angle for sawing
  - saw blade specifications
- methods for:
  - removing saw blades from circular saws
  - assessing saw blade condition
  - sharpening blades to specified requirements
  - setting teeth to a specified profile
  - setting concentricity of teeth
- tooth pitch and tooth angles at which blades are sharpened (blade geometry)
- range of speeds at which abrasive wheels can be operated without damaging blades
- organisational policies and procedures specific to sharpening circular saw blades:
  - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
  - communication reporting lines
  - recording and reporting processing and equipment faults
- environmental protection practices for repairing and maintaining tools and equipment in forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing materials

Assessment Conditions

The following resources must be made available:

- tools and equipment used to sharpen circular saw blades:
  - gulleting and grinding machines
  - machine attachments

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  - hand-held tools
  - abrasive wheels
- circular saws for which blades are to be sharpened
- one or more of the following types of circular saw blades to be sharpened:
  - circular cross cut blades used for cutting timber products
  - rip saw blades used for cutting timber products
- personal protective equipment suitable for sharpening circular saw blades
- manufacturers' instructions for use, repair and maintenance of equipment
- work order for repair and maintenance activities with specific instructions for sharpening circular saw blades in specified equipment
- template documents for recording processing and equipment faults
- relevant personnel for the purposes of communicating information
- organisational policies and procedures for sharpening circular saw blades.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Assessor requirements

Assessors must:

- hold the appropriate assessor competency standards as outlined in regulations; and
- be able to demonstrate vocational competencies at least to the level being assessed; and
- be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency and assessor competence.
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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW3209 Align sawing production systems

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW3209B Align sawing production systems, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to align canter rings and chipper heads for wood chipping equipment, which are used for both primary and secondary processing of solid wood products. Work is completed in a forest products factory setting.

The unit applies to Sawdoctor, Saw Repairer, Sawyer.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for aligning	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate repair, maintenance and personal protective equipment and check for operational effectiveness in line with manufacturer's recommendations. 1.3 Plan alignment process in line with work order.

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2. Conduct shut down	2.1 Follow organisational safety procedures thoughout all maintenance and repair processes. 2.2 Remove, replace and temporarily store mechanical and safety components to provide access to alignment parts. 2.3 Remove, replace and temporarily locate guides. 2.4 Keep work area clear of dust, off-cuts and debris in line with organisational safety procedures.
3. Align rings and heads	3.1 Access and interpret equipment history records, and manufacturer's recommendations. 3.2 Remove canter rings and chipper heads to be aligned. 3.3 Assess performance of canter rings and chipper heads and re-align, according to manufacturer's instructions. 3.4 Check saw for alignment and free operation. 3.5 Identify routine processing and equipment faults and resolve or report 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.	
Numeracy skills to:	• complete precise calculations to align various parts of sawing systems according to specified settings.
Oral communication skills to:	• ask open and close probe questions and actively listen to clarify contents of works orders.
Reading skills to:	• interpret detailed and familiar documents: • workplace health and safety and organisational procedures • work orders • manufacturers’ instructions and maintenance recommendations.
Writing skills to:	• complete basic accurate records for processing and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and repair work using work order to guide activities.
Problem-solving skills to:	• assess performance of canter rings and chipper heads and complete necessary re-alignment • recognise faulty equipment and resolve by reporting or rectifying.

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Technology skills to:	• select and use appropriate repair, maintenance and personal protective equipment for aligning canter rings and chipper heads • efficiently and safely align canter rings and chipper heads.

Range of Conditions

Not Applicable

Unit Mapping Information

FPISAW3209B Align sawing production systems

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW3209 Align sawing production systems

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW3209B Align sawing production systems, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to aligning sawing production processes
- align these components of sawing production systems in line with an idividual work order for each job:
  - sawing machines
  - chipper heads
  - canters rings
  - feed systems including line bars and carriages
- remove and replace canter rings and chipper heads from equipment
- use an individual log of previous alignment measurements, settings, adjustments and timelines
- assess sawing machine and system performance against recovery percentages, product sizing and/or standard deviation and align components for improvement.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- purpose, features and operation of:
  - sawing machines

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  - chipper heads
  - canters rings
  - feed systems including line bars and carriages
- purpose, features and operation of tools and equipment used to align sawing production systems
- importance of aligning various parts of sawing systems:
  - reducing sawing deviation, vibration, and downtime
  - increasing production rates
  - improving quality of sawn finish
- methods for:
  - assessing sawing machine and system performance against recovery percentages, product sizing and/or standard deviation
  - distmantling mechanical components of sawing machines
  - assessing performance of canter rings and chipper heads
  - aligning machine components to specified requirements
  - re-assembling sawing machines and testing operational effectiveness
- organisational policies and procedures specific to aligning sawing production systems:
  - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
  - communication reporting lines
  - recording and reporting processing and equipment faults
- environmental protection practices for repairing and maintaining tools and equipment in forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing materials
  -

Assessment Conditions

The following resources must be made available:

- tools and equipment used to align sawing production systems:
  - tools for removing and adjusting mechanical parts
  - jigs
  - precision measuring equipment
  - laser equipment
  - surveying instruments
  - portable electrical lighting
  - feeler gauges
  - engineers rules
  - vernier callipers

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  - micrometers
  - plumb lines
  - piano wire or string lines
  - pointer
  - markers
  - portable computers that re-calibrate machine settings
- wood chipping equipment with canter rings and chipper heads
- personal protective equipment suitable for aligning sawing production systems
- manufacturers' instructions for use, repair and maintenance of equipment
- work order for repair and maintenance activities with specific instructions for aligning canter rings and chipper heads in specified equipment
- equipment history records
- template documents for recording processing and equipment faults
- organisational policies and procedures for aligning sawing production systems.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW3210 File and set saws

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Application

This unit of competency describes the outcomes required to position blades in jigs or vices, produce bevels along the back clearance angles of teeth, check blade clearance requirements and set teeth to site requirements. Work is completed in a forest products factory setting.

The unit applies to Sawdoctor, Saw Repairer, Sawyer.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

Element *Elements describe the essential outcomes.*	**Performance Criteria** *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.*
1. Prepare for filing and saw setting	1.1 Review work order and, where required, check with appropriate personnel. 1.2 Select appropriate repair, maintenance and personal protective equipment and check for operational effectiveness in line with

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	manufacturer's recommendations. 1.3 Plan setting process in line with work order. 1.4 Follow organisational safety procedures throughout all maintenance and repair processes.
2. Set saw	2.1 Set up saw in selected jig to enable setting work. 2.2 Check kerf and finish requirements to suit machine horsepower, saw type and cutting conditions. 2.3 Examine individual teeth to check amount of setting required. 2.4 Maintain welding condition, saw temper and consistency of set between alternate teeth. 2.5 Measure and assess teeth for correct setting. 2.6 Bevel teeth and assess bevel length. 2.7 Apply set to teeth and allow for estimated spring back. 2.8 Check set to teeth using gauges in line with organisational procedures. 2.9 Identify routine processing and equipment faults and resolve or report 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.	
Numeracy skills to:	• complete precise calculations to file and set saws to correct angle • estimate springback.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders.

Reading skills to:	• interpret:
	  • workplace health and safety procedures
	  • work orders
	  • manufacturer’s maintenance recommendations.

Writing skills to:	• complete basic accurate records of processing and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence stages of preparation and repair work using work order to guide activities.

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Problem-solving skills to:	• assess condition of saw teeth and complete necessary adjustments to set • recognise faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select and use appropriate repair, maintenance and personal protective equipment for filing and setting saws • efficiently and safely file and set saws.

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPSAW3210 File and set saws Release 2	FWPSAW3210 File and set saws Release 1	Minor typographical errors corrected.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW3210 File and set saws

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to filing and setting saws
- bevelling teeth and assessing bevel lengths, widths, angles and surface texture, in line with standard operating procedures and site production requirements
- removing and replacing saws from equipment
- setting teeth and assessing conditions in line with standard operating procedures
- complete these assessments on saw blade condition:
  - cracks and movement in existing welding repairs
  - altered temper and hardness of blade from excessive heat during cutting
  - weaknesses or damage caused through stress of bending teeth.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- purpose, features and operation of saws for which blades are filed and set:
  - hand saws
  - band saws
  - circular saws
  - gang saws
- features and names of different parts of saw blades
- purpose, features and operation of tools and equipment used to file and set saw blades:
  - jigs
  - vices

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    - setting instruments; levers and gauges
    - automatic or hand-held grinders
    - bevel files
- importance of setting teeth to match requirements for:
    - characteristics of various materials sawn
    - speed of the sawing process
    - direction of the sawing process
    - cutting angle for sawing
    - saw blade specifications
- methods for:
    - removing saw blades from saws
    - assessing saw blade condition
    - setting teeth to a specified profile
    - grinding and bevelling teeth to required shape, tolerance and pitch
    - compensating for the effects of spring back
- tooth pitch and tooth angles at which blades are bevelled (blade geometry)
- characteristics of metal used in saw blades; causes and consequences of spring back
- organisational policies and procedures specific to filing and setting saw blades:
    - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
    - communication reporting lines
    - recording and reporting processing and equipment faults
- environmental protection practices for repairing and maintaining tools and equipment in forest products factory settings:
    - reducing water and energy use
    - cleaning plant, tools and equipment
    - disposing of, recycling and reusing materials.
    -

Assessment Conditions

The following resources must be made available:

- tools and equipment used to file and set saw blades:
    - jigs
    - vices
    - setting instruments; levers and gauges
    - automatic or hand-held grinders
    - bevel files
- one or more of the following types of saws to be repaired and maintained:
    - hand saws
    - band saws

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  - circular saws
  - gang saws
- personal protective equipment suitable for filing and setting saw blades
- manufacturers' instructions for use, repair and maintenance of equipment
- work order for repair and maintenance activities with specific instructions for filing and setting saw blades in specified equipment
- relevant personnel for the purposes of communicating information
- template documents for recording processing and equipment faults
- organisational policies and procedures for filing and setting saw blades.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW3211 Recondition guides

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW3211B Recondition guides, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to review, adjust, grind or machine and replace saw guides in band saws and gang saws assuring smooth and straight running. Work is completed in a forest products factory setting.

The unit applies to Sawdoctor, Saw Repairer.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for reconditioning	1.1 Review work order and where required check with appropriate personnel. 1.2 Remove guides from machinery. 1.3 Select appropriate repair, maintenance and personal protective equipment and check for operational effectiveness in line with manufacturer's recommendations. 1.4 Plan reconditioning process in line with work order.

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2. Machine guides	2.1 Follow organisational safety procedures thoughout all maintenance and repair processes. 2.2 Review condition of saw guides to assess wear. 2.3 Select attachments for holding guides flat while grinding or machining. 2.4 Set up machining equipment to conduct reconditioning. 2.5 Examine and dress or sharpen tooling in line with safety procedures. 2.6 Remove scored material from guide by grinding or machining. 2.7 Select grinding or machining speeds and feeds to avoid burn marks on guides. 2.8 Recondition guides to meet geometric requirements of sawing equipment. 2.9 Segregate and dispose of unserviceable guides in line with environmental protection practices.
3. Remove, adjust and replace guides	3.1 Remove worn guides from carrier without damaging component. 3.2 Select replacement guides according to manufacturer's instructions. 3.3 Drill fastening holes and clean up surfaces around drill holes. 3.4 Insert new guides in carrier at correct position and required tolerance without damaging component. 3.5 Adjust guides to clearance in line with manufacturer's instructions. 3.6 Check clearance and guide security before starting saw. 3.7 Identify and report low stock and shortages of new guides in line with organisational procedures. 3.8 Identify routine processing and equipment faults and resolve or report 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.	
Numeracy skills to:	• estimate required grinding wheel speed • complete precise calculations to • grind and sharpen guides to correct pitch and angle

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	• determine required tolerance for positioning guides.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders.
Reading skills to:	• interpret documents: • workplace health and safety and other organisational procedures • work orders • manufacturers' instructions and maintenance recommendations.
Writing skills to:	• complete accurate basic records for: • processing and equipment faults • stock requirements.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and repair work using work order to guide activities.
Problem-solving skills to:	• assess guide condition and rectify faults through correct reconditioning process • identify and dispose of unserviceable guides • recognise faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select and use appropriate repair, maintenance and personal protective equipment for reconditioning guides • efficiently and safely recondition guides.

Range of Conditions

Not Applicable

Unit Mapping Information

FPISAW3211B Recondition guides

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW3211 Recondition guides

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW3211B Recondition guides, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to reconditioning guides
- recondition guides in line with the work order and within prescribed organisational requirements
- remove and replace saw guides from equipment
- assess the condition of guides in line with standard operating procedures

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- purpose, features and operation of band saws and gang saws for which guides are reconditioned
- features and names of different parts of guides and carriers
- purpose, features and operation of tools and equipment used to recondition guides:
  - grinding equipment
  - metal lathes
  - milling machines
- importance of reconditioning worn guides to the specified profile for continued straight and smooth running of saw blades
- methods for:
  - removing guides from saw blade carriers

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  - assessing condition of guides
  - grinding guide surface to restore it to a smooth flat surface using grinding equipment
  - machinging guide surface to restore it to a smooth flat surface using metal lathes or milling machines
  - re-inserting guides to carriers within allowable tolerances and adjusting clearances
- pitch and angles at which guides are ground or are sharpened (geometry)
- range of speeds at which grinders and machines can be operated without damaging guides
- organisational policies and procedures specific to reconditioning guides:
  - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
  - communication reporting lines
  - recording and reporting processing and equipment faults
- environmental protection practices for repairing and maintaining tools and equipment in forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing materials

Assessment Conditions

The following resources must be made available:

- tools and equipment used to recondition guides:
- grinding equipment
- metal lathes
- milling machines
- band saws or gang saws with guides to be reconditioned
- replacement guides
- personal protective equipment suitable for reconditioning guides
- manufacturers' instructions for use, repair and maintenance of equipment
- work order for repair and maintenance activities with specific instructions for reconditioning guides in specified equipment
- template documents for recording processing and equipment faults
- organisational policies and procedures for reconditioning guides.

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

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- 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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW3212 Sharpen tipped circular saws

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Application

This unit of competency describes the outcomes required to assess the tipped circular saw blade condition, set up for sharpening and sharpen saw blades with an automated grinder. Work is completed in a forest products factory setting.

The unit applies to Sawdoctor, Saw Repairer.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

Element *Elements describe the essential outcomes.*	**Performance Criteria** *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.*
1. Prepare for sharpening	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate repair, maintenance and personal protective equipment and check for operational effectiveness in line with

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	manufacturer's recommendations. 1.3 Plan sharpening process in line with work order..
2. Assess condition and set up sharpening equipment	2.1 Follow organisational safety procedures throughout all maintenance and repair processes. 2.2 Remove tipped circular saw blades or fit appropriate equipment to be sharpened in machinery. 2.3 Assess cutting performance of blade and determine need to replace or sharpen. 2.4 Assess condition of prior repairs, teeth and straightness of blade. 2.5 Select sharpening machine with suitable wheel diameter and change or dress grinding wheel. 2.6 Adjust machine settings to suit required blade geometry and set blade to manufacturer's recommendations. 2.7 Set up saw while in machine to ensure tooth profile and geometry are maintained.
3. Sharpen tipped circular saw blade	3.1 Prepare grinding coolant system in line with manufacturer’s instructions. 3.2 Select saw and grinding wheel angles, speeds and feeds to suit. 3.3 Grind teeth face and gullet to achieve required finish, maintaining original profile and pitch, according to industry standards. 3.4 Ensure variations in tooth height and depth of cut are within industry tolerances for concentricity. 3.5 Set wheel feeds and saw to minimise wear and avoid burn marks. 3.6 Dispose of unserviceable tipped circular saw blades in line with environmental protection practices. 3.7 Identify routine processing and equipment faults and resolve or report 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.	

Numeracy skills to:	• complete precise calculations to machine teeth to correct:
	  • angle
	  • pitch
	  • height

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	• depth.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify content of work orders.

Reading skills to:	• interpret documents:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' instructions and maintenance recommendations.

Writing skills to:	• complete basic accurate records for processing and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and repair work using work order to guide activities.
Problem-solving skills to:	• assess blade condition and rectify faults through correct sharpening process • identify and dispose of unserviceable blades • recognise faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select and use appropriate repair, maintenance and personal protective equipment for sharpening tipped circular saw blades • efficiently and safely sharpen tipped circular saw blades.

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPSAW3212 Sharpen tipped circular saws Release 2	FWPSAW3212 Sharpen tipped circular saws Release 1	Minor typographical errors corrected.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW3212 Sharpen tipped circular saws

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to sharpening tipped circular saws
- sharpen tipped circular saws in line with the work order and within prescribed organisational requirements
- remove and replace tipped circular saw blades from equipment
- assess the condition of blade teeth for:
  - sharpness of each tooth
  - damage to teeth
  - pitch
  - number of teeth per metre.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- purpose, features and operation of circular saws for which tipped blades are sharpened:
  - circular saws
  - hot saws
  - cold saws
- features and names of different parts of circular saw blades
- purpose, features and operation of tools and equipment used to sharpen tipped circular saw blades:
  - manually or automatically adjustable grinding machines

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    - abrasive wheels
- importance of sharpening and setting teeth and tension to match requirements for:
    - characteristics of various materials sawn
    - speed of the sawing process
    - direction of the sawing process
    - cutting angle for sawing
    - saw blade specifications
- methods for:
    - removing saw blades from circular saws
    - assessing saw blade condition
    - sharpening blades to specified requirements
    - setting teeth to a specified profile
    - setting concentricity of teeth
- tooth pitch and tooth angles at which blades are sharpened (blade geometry)
- range of speeds at which abrasive wheels can be operated without damaging blades
- organisational policies and procedures specific to sharpening tipped circular saw blades:
    - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
    - communication reporting lines
    - recording and reporting processing and equipment faults
- environmental protection practices for repairing and maintaining tools and equipment in forest products factory settings:
    - reducing water and energy use
    - cleaning plant, tools and equipment
    - disposing of, recycling and reusing materials

Assessment Conditions

The following resources must be made available:

- tools and equipment used to sharpen tipped circular saw blades:
    - manually or automatically adjustable grinding machines
    - abrasive wheels
    - measuring tools equipment
- circular saws for which blades are to be sharpened:
    - circular saws
    - hot saws
    - cold saws
- tipped circular saw blades for sharpening
- replacement tips:
    - tungsten carbide

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  - satellite
  - other alloyed materials; high speed steel
- personal protective equipment suitable for sharpening tipped circular saw blades
- manufacturers' instructions for use, repair and maintenance of equipment
- work order for repair and maintenance activities with specific instructions for sharpening tipped circular saw blades in specified equipment
- documents, spreadsheets and commonly used proformas for recording processing and equipment faults
- relevant personnel for the purposes of communicating information
- organisational policies and procedures for sharpening tipped circular saw blades.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Assessor requirements

Assessors must:

- hold the appropriate assessor competency standards as outlined in regulations; and
- be able to demonstrate vocational competencies at least to the level being assessed; and
- be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency and assessor competence.
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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW3213 Level and tension circular saws

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Application

This unit of competency describes the outcomes required to level and tension circular saw blades and includes inspecting saws, repairing defects such as dished blades, damaged teeth and cracks, levelling ridges and lumps, and tensioning the saw. Work is completed in a forest products factory setting.

The unit applies to Sawdoctor, Saw Repairer.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

Element *Elements describe the essential outcomes.*	**Performance Criteria** *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.*
1. Prepare for repair	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate repair, maintenance and personal protective equipment and check for operational effectiveness in line with

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	manufacturer's recommendations. 1.3 Plan levelling and tensioning process in line with work order.
2. Assess saw condition	2.1 Follow organisational safety procedures throughout all maintenance and repair processes. 2.2 Handle saws to avoid damaging teeth. 2.3 Clean foreign material on saw surfaces for inspection. 2.4 Inspect saw to assess condition of teeth and saw plate. 2.5 Declare saw unserviceable where hazardous defects are found. 2.6 Segregate and dispose of unserviceable saws in line with organisational procedures and environmental protection practices.
3. Level saw blades	3.1 Assess and match radial and circular ridges or lumps on both sides of blade. 3.2 Use gauges and straight edges in radial and circular directions and monitor for accuracy. 3.3 Remove ridges or lumps progressively through levelling and use stretcher or levelling rolls to flatten. 3.4 Control hammering and rolling patterns to reduce internal blade stresses and avoid spring back and re-occurring defects.
4. Tension saw blades	4.1 Assess consistency of required blade curvature with straight edge or tension gauge. 4.2 Tension and check blade to ensure tension amount, distribution, placement and level are in line with manufacturer’s recommendations. 4.3 Complete repairs to damaged saw blades and dispose of irreparable saw blades line with and environmental protection practices. 4.4 Identify routine processing and equipment faults and resolve or report 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.	
Numeracy skills to:	• use gauges and straight edges to measure results of hammering and/or rolling the blade • complete precise calculations to correctly level and tension blades.

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Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders.

Reading skills to:	• interpret documents:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' maintenance recommendations.

Writing skills to:	• complete accurate basic records for processing and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and repair work using work order to guide activities.
Problem-solving skills to:	• assess saw condition and complete necessary levelling and tensioning adjustments • identify and dispose of unserviceable saws • recognise faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select and use appropriate repair, maintenance and personal protective equipment for levelling and tensioning circular saws • efficiently and safely level and tension circular saws.

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPSAW3213 Level and tension circular saws Release 2	FWPSAW3213 Level and tension circular saws Release 1	Minor typographical errors corrected.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW3213 Level and tension circular saws

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to levelling and tensioning circular saws
- level and tension circular saws in line with a work order and within prescribed organisational requirements
- remove and replace circular saws from equipment
- assess circular saw conditions in line with standard operating procedures.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- purpose, features and operation of circular saws for which blades are levelled and tensioned:
  - circular saws
  - hot saws
  - cold saws
- features and names of different parts of circular saw blades
- purpose, features and operation of tools and equipment used to level and tension circular saw blades:
  - hammers
  - stretcher rolls
  - levelling rolls

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    - tensioning instruments
    - gauges and straight edges
- importance of levelling blades, setting tension and applying curvature to match requirements for:
    - characteristics of various materials sawn
    - speed of the sawing process
    - direction of the sawing process
    - cutting angle for sawing
    - saw blade specifications
- methods for:
    - removing saw blades from circular saws
    - assessing saw blade condition
    - levelling and tensioning blades to specified requirements
    - applying curvature
- characteristics of metal used in circular saw blades and range of force which can be applied without damaging blades
- organisational policies and procedures specific to levelling and tensioning circular saw blades:
    - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
    - communication reporting lines
    - recording and reporting processing and equipment faults
- environmental protection practices for repairing and maintaining tools and equipment in forest products factory settings:
    - reducing water and energy use
    - cleaning plant, tools and equipment
    - disposing of, recycling and reusing materials.

Assessment Conditions

The following resources must be made available:

- tools and equipment used to level and tension circular saw blades:
    - hammers
    - stretcher rolls
    - levelling rolls
    - tensioning instruments
    - gauges and straight edges
- circular saws to be repaired or maintained:
    - circular saws
    - hot saws
    - cold saws

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- circular saw blades to be levelled and tensioned:
  - circular cross cut blades used for cutting timber products
  - rip saw blades used for cutting timber products
- personal protective equipment suitable for levelling and tensioning circular saw blades
- manufacturers' instructions for use, repair and maintenance of equipment
- work order for repair and maintenance activities with specific instructions for levelling and tensioning circular saw blades in specified equipment
- document, spreadsheets and commonly used proformas for recording processing and equipment faults
- relevant personnel for the purposes of communicating information
- organisational policies and procedures for levelling and tensioning circular saw blades.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW3214 Join band saw blades

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Application

This unit of competency describes the outcomes required to assess the condition of band saw blades, to prepare and weld meeting ends and to finish the welded surface ready for operation. Work is completed in a forest products factory setting.

The unit applies to Sawdoctor, Saw Repairer.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

Element *Elements describe the essential outcomes.*	**Performance Criteria** *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.*
1. Prepare for joining	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate repair, maintenance and personal protective equipment and check for operational effectiveness in line with

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	manufacturer's recommendations. 1.3 Remove band saw blades from machinery. 1.4 Plan joining process in line with work order.
2. Join or repair band saw blade	2.1 Follow organisational safety procedures throughout all maintenance and repair processes. 2.2 Obtain saw blank and cut to length or cut existing blade at weld defect. 2.3 Trim ends to obtain correct back alignment and pitch and/or shape to assist metal penetration. 2.4 Set up ends to specified tolerances in welder. 2.5 Apply weld to ensure metal penetrates through blade thickness and protect from accidental contact. 2.6 Grind surplus weld material from blade without burning or annealing metal. 2.7 Finish blade to eliminate bumps in blade surface. 2.8 Identify damaged blades or those with or sub-standard joins and dispose of these in line with environmental protection practices. 2.9 Package band saw for protection during return to service. 2.10 Identify routine processing and equipment faults and resolve or report 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.	

Learning skills to:	• complete precise calculations to:
	  • cut blanks to correct length
	  • determine required tolerances.

Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work order.

Reading skills to:	• interpret of documents:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers’ maintenance recommendations.

Writing skills to:	• complete accurate basic records for processing and equipment

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	faults.
Planning and organising skills to:	• efficiently and logically sequence stages of preparation and repair work using work order to guide activities.
Problem-solving skills to:	• assess condition of welds and rectify faults through correct welding process • identify and dispose of unserviceable and damaged blades • recognise faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select and use appropriate repair, maintenance and personal protective equipment for joining saw blades • efficiently and safely weld saw blades.

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPSAW3214 Join band saw blades Release 2	FWPSAW3214 Join band saw blades Release 1	Minor typographical errors corrected.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW3214 Join band saw blades

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to join band saw blades
- join band saw blades in line with a work order and within prescribed organisational requirements
- complete these processes:
- remove saw blades from band saws
- weld blades to specified requirements
- grind surplus weld material
- remove all distortions from the blade surface
- tension the weld zone
- adjust back length of the blade
- clean welded zone.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- purpose, features and operation of band saws
- features and names of different parts of band saw blades
- purpose, features and operation of tools and equipment used to join band saw blades:
  - band saw welding equipment
  - grinding and finishing equipment
- importance of joining blades to suit machine design requirements

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- weld defects and effects on blade operation
- methods for:
  - removing saw blades from band saws
  - welding blades to specified requirements
  - grinding surplus weld material
  - removing all distortions from the blade surface
- organisational policies and procedures specific to joining band saw blades:
  - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
  - communication reporting lines
  - recording and reporting processing and equipment faults
- environmental protection practices for repairing and maintaining tools and equipment in forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing materials.

Assessment Conditions

The following resources must be made available:

- tools and equipment used to join band saw blades including:
  - band saw welding equipment
  - Gas Metal Arc Welding (GMAW)
  - Gas Tunngsten Arc Welding (GTAW)
  - Manual Metal Arc Welding (MMAW)
  - oxyacetylene equipment
  - grinding and finishing equipment
  - hand or power operated tools
- band saws for which blades are to be joined
- saw blades:
  - narrow and wide band saw blades that cut both ferrous and non-ferrous material
  - frame (gangsaw) blades
- personal protective equipment suitable for joining band saw blades
- manufacturers' instructions for use, repair and maintenance of equipment
- work order for repair and maintenance activities with specific instructions for joining band saw blades for specified equipment
- documents, spreadsheets and commonly used proformas for recording processing and equipment faults
- organisational policies and procedures for joining band saw blades.

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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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW3215 Screen wood chips

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW3215B Screen wood chips, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to screen wood chips for species, size and defects using mechanical screen processes. Work is completed in a forest products factory setting.

The unit applies to Sawmill Worker, Production Worker.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for screening	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate personal protective and other equipment and use in line with manufacturer's recommendations. 1.3 Identify and obtain type and quantity of wood chips to be screened from production process.

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	1.4 Plan screening process in line with work order.
2. Screen wood chips	2.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Complete pre start-up equipment checks to ensure operational effectiveness. 2.3 Start machines and feed systems and adjust screen to wood chip size. 2.4 Rake and clear coarse and fine screens to remove oversized material in line with organisational procedures. 2.5 Sample and analyse screening regularly to ensure wood chips conform to quality specifications and organisational requirements. 2.6 Reject and dispose of sub-standard material in line with environmental protection practices. 2.7 Monitor screening continually for matter which may cause contamination. 2.8 Monitor conveyor operations and clear jams to ensure free flow of output material to transfer systems. 2.9 Identify routine processing and equipment faults and resolve or report 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.	
Numeracy skills to:	• identify quantities of required material within work orders and count amounts. • read basic numerical machine settings and choose according to chip size • visually check sizes of wood chips.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' instructions and recommendations.

Writing skills to:	• complete accurate basic records for processing and equipment faults.

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Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.
Problem-solving skills to:	• identify and dispose of sub-standard materials • identify machine operations and take action to clear contaminant material and jams • recognise faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select and use appropriate personal protective equipment used for chip production • efficiently and safely operate and monitor mechanical wood chip machine.

Range of Conditions

Not Applicable

Unit Mapping Information

FPISAW3215B Screen wood chips

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW3215 Screen wood chips

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW3215B Screen wood chips, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to screening wood chips
- screen wood chips in line with a work order and within prescribed organisational requirements
- direct wood chips to the transfer process in line with organisational requirements and OHS regulations
-

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- purpose, features and operation of equipment used for screening wood chips:
  - conveyors, chutes or track systems that move processed wood chips from chipping machines to the screening system
  - different types of wood chip screening systems:
    - mechanical
    - automated
    - digitised
    - computer assisted
- range of characteristics used to screen and sort wood chips:
  - species

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  - size
  - moisture content
  - contaminants
- typical contaminants found in wood chips, and how they affect ability to produce quality products:
  - bark
  - charcoal
  - rock and metal
- industry and organisational specific quality specifications for wood chips
- stages of the wood chip production, screening and transfer process
- environmental protection practices for forest products factory settings:
  - cleaning of plant, tools and equipment
  - reducing water and energy use
  - disposing of, recycling and reusing timber
- typical flow of material supply in and out of the wood chip screening area
- organisational policies and procedures specific to screening woodchips:
  - workplace health and safety with particular emphasis use of personal protective and other equipment
  - communication reporting lines
  - recording and reporting processing and equipment faults.
  -

Assessment Conditions

The following resources must be made available:

- conveyors, chutes or track systems that move processed wood chips from chipping machines to the screening system
- one or more of the following types of wood chip screening systems:
  - mechanical
  - automated
  - digitised
  - computer assisted
- a selection of wood chips
- personal protective equipment suitable for screening wood chips
- manufacturers' instructions and recommendations for use of equipment
- work order with specific instructions for screening of chips and the chip size
- documents, spreadsheets and commonly used proformas for recording processing and equipment faults
- relevant personnel for the purposes of communicating information
- organisational policies and procedures for screening woodchips.

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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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW3216 Transfer wood chips

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Application

This unit of competency describes the outcomes required to operate the transfer process and transfer wood chips to stockpile or transport systems. Work is completed in a forest products factory setting.

The unit applies to Sawmill Worker, Production Worker, Machine Operator.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to transfer wood chips	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate personal protective and other equipment and check for operational effectiveness in line with manufacturer's recommendations.

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	1.3 Plan transferral process in line with work order. 1.4 Inspect deposit point for access and cleanliness.
2. Set up and use equipment for wood chip transfer	2.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Complete pre start-up equipment checks to ensure operational effectiveness. 2.3 Adjust machines and feed systems for wood chip transfer or transport. 2.4 Identify and obtain type and quantity of wood chips to be transferred. 2.5 Monitor conveyor operations and clear jams to ensure free flow of output material to transfer systems. 2.6 Use a chip slinger or air blower to transfer wood chips.
3. Complete wood chip transfer	3.1 Direct slinger or blower to enable filling or distribution over required area. 3.2 Check filling or distribution levels and stop or top up in line with work order. 3.3 Identify routine processing and equipment faults and resolve or report to appropriate personnel.

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Numeracy skills to:	• Identify quantities of wood chip required within work orders and measure volume.
Oral communication skills to:	• Ask open and closed probe questions and actively listen to clarify contents of work orders.
Reading skills to:	• Interpret: • Workplace health and safety and other organisational

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Skill	Description
	procedures • Work orders • Manufacturers' instructions and maintenance recommendations.
Writing skills to:	• Complete accurate basic records for processing and equipment faults.
Planning and organising skills to:	• Efficiently and logically sequence the stages of preparation and transfer Work using work order to guide activities.
Problem-solving skills to:	• Monitor machine operations and take action to clear jams • Recognise faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• Select and use appropriate personal protective equipment used for Transferring wood chips • Efficiently and safely operate and monitor slingers, blowers and conveyors.

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPSAW3216 Transfer wood chips Release 2	FWPSAW3216 Transfer wood chips Release 1	Metadata mapping corrected to remove reference to FWPSAW3215B	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW3216 Transfer wood chips

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to transferring wood chips.
- transfer wood chips in line with a work order and within prescribed organisational requirements
- direct woodchips to the transport arrangements and stockpiles in line with organisational requirements and OHS regulations.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- purpose, features and operation of equipment used for transferring wood chips:
  - conveyors, chutes or track systems that move processed wood chips from the screening system to the transfer process
  - chip slingers
  - air blowers
- stages of the wood chip production, screening and transfer process
- typical flow of material supply in and out of the wood chip production area
- range of categories used for wood chips and visual characteristics:
  - species
  - size
  - moisture content
- methods to label wood chips in stockpiles and common terms used

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- environmental protection practices for forest products factory settings:
  - cleaning of plant, tools and equipment
  - reducing water and energy use
  - disposing of, recycling and reusing timber
- organisational policies and procedures specific to transferring wood chips:
  - workplace health and safety with particular emphasis use of personal protective and other equipment
- communication reporting lines
- recording and reporting processing and equipment faults.

Assessment Conditions

The following resources must be made available:

- conveyors, chutes or track systems that move processed wood chips from the screening system to the transfer process
- chip slingers
- air blowers
- a selection of wood chips
- personal protective equipment suitable for transferring wood chips
- manufacturers' instructions and recommendations for use of equipment
- work order with specific instructions for the quantity of wood chips and requirements for transfer to stockpile or transportation
- documents, spreadsheets and commonly used proformas for recording processing and equipment faults
- relevant personnel for the purposes of communicating information
- organisational policies and procedures for transferring woodchips.

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, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW3217 Hard face saw teeth

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Application

This unit of competency describes the outcomes required to set the hard face machine and hard face the teeth of band, circular and gang saw blades. Work is completed in a forest products factory setting.

The unit applies to Sawdoctor, Saw Repairer.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

Element *Elements describe the essential outcomes.*	**Performance Criteria** *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.*
1. Prepare to hard face saw teeth	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate maintenance and personal protective equipment and check for operational effectiveness in line with manufacturer's

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	recommendations. 1.3 Plan hard facing process in line with work order.
2. Hard face saw teeth	2.1 Follow organisational safety procedures throughout all machining processes. 2.2 Select material stock and set up in machine following manufacturer's recommendations. 2.3 Make adjustments to machine variables to suit saw and material. 2.4 Align individual teeth to machine tip to ensure hard facing is applied to cutting surfaces. 2.5 Operate and adjust machine for variables to ensure material cohesion. 2.6 Check completed facing against specifications. 2.7 Identify routine processing and equipment faults and resolve or report 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.	
Numeracy skills to:	• identify and adjust machine settings for correct temperature, pressure and weld time.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders.

Reading skills to:	• interpret documents:
	  • workplace health and safety procedures
	  • work orders
	  • manufacturers’ instructions and maintenance recommendations.

Writing skills to:	• complete basic accurate records of processing and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence stages of preparation and repair work using work order to guide activities.
Problem-solving skills to:	• recognise faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select and use appropriate repair, maintenance and personal protective equipment to hard face saw teeth

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	• efficiently and safely hard face saw teeth.

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPSAW3217 Hard face saw teeth Release 2	FWPSAW3217 Hard face saw teeth Release 1	Minor typographical errors corrected.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW3217 Hard face saw teeth

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to hardfacing saw teeth
- hard face saw teeth in line with the work order and within prescribed organisational requirements
- remove and replace saw from equipment.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- purpose, features and operation of saws for which teeth blades are hard faced:
  - band saws
  - circular saws
  - gang saws
- features and names of different parts of saw blades
- purpose, features and operation of tools and equipment used to hard face saw teeth:
  - resistance welding equipment
  - plasma transfer equipment
- methods for:
  - assessing saw blade condition
  - cohering the face to the existing face of saw blade teeth
  - assessing completed facings against specifications
- tooth pitch and tooth angles at which blades are sharpened (blade geometry)
- variable settings for machine operations and effects on material cohesion:

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  - pressure
  - temperature
  - current
  - voltage
  - weld time
  - vacuum
- organisational policies and procedures specific to hard facing saw teeth:
  - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
  - communication reporting lines
  - recording and reporting processing and equipment faults.
- environmental protection practices for repairing and maintaining tools and equipment in forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing materials.

Assessment Conditions

The following resources must be made available:

- tools and equipment used to hard face saw teeth:
  - resistance welding equipment
  - plasma transfer equipment
- blade saws to be hard faced from these types of saws:
  - band saws
  - circular saws
  - gang saws
- hard compound metal used to hard face saw teeth
- personal protective equipment suitable for hard facing saw teeth
- manufacturers' instructions for use, repair and maintenance of equipment
- work order for repair and maintenance activities with specific instructions for hard facing saw teeth in specified equipment
- documents, spreadsheets and commonly used proformas for recording processing and equipment faults
- relevant personnel for the purposes of communicating information
- organisational policies and procedures for hard facing saw teeth.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Assessor requirements

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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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW3218 Replace tungsten tips

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Application

This unit of competency describes the outcomes required to remove worn tungsten tips from saw blades and to braze, anneal, clean and prepare replacement tips for grinding and return to service. Work is completed in a forest products factory setting.

The unit applies to Sawdoctor, Saw Repairer.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

Element *Elements describe the essential outcomes.*	**Performance Criteria** *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.*
1. Prepare for replacement	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate repair, maintenance and personal protective equipment and check for operational effectiveness in line with

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	manufacturer's recommendations. 1.3 Plan replacement process in line with work order.
2. Remove worn tips	2.1 Follow organisational safety procedures throughout all maintenance and repair processes. 2.2 Clean foreign matter from saw and check for defects. 2.3 Identify and mark broken tips. 2.4 Remove broken tips minimising damage to the tooth seat and dispose of in line with environmental protection practices. 2.5 Repair tooth seats to specified tolerance and dimensions.
3. Replace tips	3.1 Set up saw in brazing jig in line with manufacturer's instructions. 3.2 Select brazing material and suitable technique for application and heat control. 3.3 Select appropriate replacement tip and braze into position. 3.4 Trial weld one tip and adjust to confirm weld pressure, current temperature and annealing settings against specifications. 3.5 Segregate and dispose of tips with sub-standard welds in line with environmental protection practices. 3.6 Set manual or automatic feeds in line with number of tips to be welded. 3.7 Complete tip replacement regularly; check and adjust annealing process temperatures to keep within specified range. 3.8 Remove surplus brazing material from saw surfaces and dress tip faces for sharpening. 3.9 Identify routine processing and equipment faults and resolve or report 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.	

Numeracy skills to:	• complete routine calculations to:
	  • measure amounts of brazing materials
	  • select temperatures for annealing process
	  • estimate tolerances.

Oral communication	• ask open and closed probe questions and actively listen to

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skills to:	clarify contents of work orders

Reading skills to:	• interpret documents:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' instructions and maintenance recommendations.

Writing skills to:	• complete accurate basic records of processing and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence stages of preparation and repair work using work order to guide activities.
Problem-solving skills to:	• assess tip condition and rectify faults through correct welding process • identify and dispose of tips with sub-standard welds. • recognise faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select and use appropriate repair, maintenance and personal protective equipment for welding tungsten tips • efficiently and safely replace tungsten tips.

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
FWPSAW3218 Replace tungsten tips Release 2	FWPSAW3218 Replace tungsten tips Release 1	Minor typographical errors corrected.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW3218 Replace tungsten tips

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to replacing tungsten tips
- replace tungsten tips in line with the work order and within prescribed organisational requirements
- remove and replace tungsten tips from equipment
- remove and assess the condition of tungsten tips in line with standard operating procedures.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- purpose, features and operation of saws for which tungsten tips are replaced:
  - band saws
  - circular saws
  - gang saws
- features and names of different parts of saw blades
- purpose, features and operation of tools and equipment used to replace tungsten tips:
  - brazing equipment and brazing material
  - brazing jigs
- methods for:
  - removing saw blades from saws
  - assessing saw blade condition

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  - removing tungsten tips from saw blades
  - brazing new tungsten tips onto the tooth face or tooth seat
- annealing processes and temperatures for tungsten tips and saw blades
- appropriate tolerances for weld deposits and replacement tip sizes
- characteristics of metal used in saw blades and effects of brazing
- organisational policies and procedures specific to replacing tungsten tips:
  - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
  - communication reporting lines
  - recording and reporting processing and equipment faults
- environmental protection practices for repairing and maintaining tools and equipment in forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing materials.

Assessment Conditions

The following resources must be made available:

- tools and equipment used to replace tungsten tips:
  - brazing equipment
  - brazing jigs
- one or more of the following types of saws to be repaired and maintained:
  - band saws
  - circular saws
  - gang saws
- tungsten tips
- brazing material:
  - silver braze (silver solder)
  - special shock absorbing shim
  - flux in the form of a liquid or paste
- personal protective equipment suitable for replacing tungsten tips
- manufacturers' instructions for use, repair and maintenance of equipment
- work order for repair and maintenance activities with specific instructions for replacing tungsten tips in specified equipment
- documents, spreadsheets and commonly used proformas for recording processing and equipment faults
- relevant personnel for the purposes of communicating information
- organisational policies and procedures for replacing tungsten tips.

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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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW3219 Replace stellite tips

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW3219B Replace stellite tips, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to remove worn stellite tips from saw blades and to weld, anneal, clean and prepare replacement tips for grinding and return to service. Work is completed in a forest products factory setting.

The unit applies to Sawdoctor, Saw Repairer.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for replacement	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate repair, maintenance and personal protective equipment and check operational effectiveness in line with manufacturer's recommendations. 1.3 Plan replacement process in line with work order.

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2. Prepare tips	2.1 Follow organisational safety procedures thoughout all maintenance and repair processes. 2.2 Clean saw of foreign matter and check for defects. 2.3 Measure tips requiring replacement and compare, check and mark against tolerances. 2.4 Clean saw and tip surfaces to provide good contact surface for brazing or silver soldering.
3. Replace tips	3.1 Set up saw in brazing jig in line with manufacturer's instructions. 3.2 Select brazing material and suitable technique for application and heat control. 3.3 Check tolerances, select replacement tip to meet application specifications and weld into position. 3.4 Trial weld one tip and adjust to confirm weld pressure, current temperature and annealing settings against specifications. 3.5 Segregate and dispose of tips with sub-standard welds in line with environmental protection practices. 3.6 Set manual or automatic feeds in line with number of tips to be welded. 3.7 Complete tip replacement regularly, checking and adjusting annealing process and temperatures to ensure specified range. 3.8 Repair damaged tips and dispose of irreparable tips in line with environmental protection requirements. 3.9 Remove surplus brazing material from saw surfaces and check tip tolerances against specifications. 3.10 Identify routine processing and equipment faults and resolve or report 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.	
Numeracy skills to:	• complete routine calculations to: • measure amounts of brazing materials • select temperatures for annealing process • estimate tolerances.
Oral communication skills to:	• ask open and close probe questions and actively listen to clarify contents of work order

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	• make accurate verbal reports on processing and equipment faults.

Reading skills to:	• interpret:
	  • workplace health and safety procedures
	  • work orders
	  • manufacturers' maintenance recommendations.

Writing skills to:	• complete accurate basic records for processing and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence stages of preparation and repair work using work order to guide activities.
Problem-solving skills to:	• assess tip condition and rectify faults through correct welding process • identify and dispose of tips with sub-standard welds • recognise faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select and use appropriate repair, maintenance and personal protective equipment for welding stellite tips • efficiently and safely replace stellite tips.

Range of Conditions

Not Applicable

Unit Mapping Information

FPISAW3219B Replace stellite tips

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW3219 Replace stellite tips

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW3219B Replace stellite tips, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to replacing stellite tips
- replace stellite tips in line with the work order and within prescribed organisational requirements
- remove and replace stellite tips from equipment including:
  - braze new stellite tips onto the tooth face or tooth seat
  - replace tips that are broken, missing or worn out
  - rebuild broken or damaged tips
- remove and assess condition of stellite tips in line with standard operating procedures

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- purpose, features and operation of saws for which stellite tips are replaced:
  - band saws
  - circular saws
  - gang saws
- features and names of different parts of saw blades
- purpose, features and operation of tools and equipment used to replace stellite tips:
  - automatic or semi-automatic tipping machines
  - brazing equipment and brazing material

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    - brazing jigs
- methods for:
    - removing saw blades from sawing equipment
    - assessing saw blade condition
    - removing stellite tips from saw blades
    - brazing new stellite tips onto the tooth face or gullet
- annealing processes and temperatures for stellite tips and saw blades
- appropriate tolerances for weld deposits and replacement tip sizes
- characteristics of metal used in saw blades and effects of brazing
- organisational policies and procedures specific to replacing stellite tips:
    - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
    - communication reporting lines
    - recording and reporting processing and equipment faults
- environmental protection practices for repairing and maintaining tools and equipment in forest products factory settings:
    - reducing water and energy use
    - cleaning plant, tools and equipment
    - disposing of, recycling and reusing materials

Assessment Conditions

The following resources must be made available:

- tools and equipment used to replace stellite tips:
    - automatic or semi-automatic tipping machines
    - brazing equipment
    - brazing jigs
- one or more of the following types of saws to be repaired and maintained:
    - band saws
    - circular saws
    - gang saws
- stellite tips
- brazing material:
    - stellite rod
    - silver brazing rod
    - shim or ribbon
    - brazing flux
- personal protective equipment suitable for replacing stellite tips
- manufacturers' instructions for use, repair and maintenance of equipment
- work order for repair and maintenance activities with specific instructions for replacing stellite tips in specified equipment

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- documents, spreadsheets and commonly used proformas for recording processing and equipment faults
- relevant personnel for the purposes of communicating information
- organisational policies and procedures for replacing stellite tips.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW3220 Maintain wide band saw blades

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Application

This unit of competency describes the outcomes required to level, tension, back-gauge, weld and replace teeth on wide band saw blades. Work is completed in a forest products factory setting.

The unit applies to job roles including Sawdoctor and Saw Repairer.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

Element *Elements describe the essential outcomes.*	**Performance Criteria** *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.*
1. Prepare for maintenance	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate repair, maintenance and personal protective equipment and check for operational effectiveness in line with

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	manufacturer's recommendations. 1.3 Plan maintenance process in line with work order.
2. Assess saw condition	2.1 Follow organisational safety procedures throughout all maintenance and repair processes. 2.2 Remove wide band and gang saws from machinery. 2.3 Handle saws to avoid damaging teeth. 2.4 Clean foreign material on blade surfaces for inspection. 2.5 Inspect saw to assess condition of teeth, tips and saw blade. 2.6 Check and mark teeth or tips requiring repair or replacement. 2.7 Declare saw unserviceable where hazardous defects are found. 2.8 Segregate and dispose of unserviceable saws in line with organisational procedures and environmental protection practices.
3. Level, tension and back-gauge saw blade	3.1 Assess and match ridges or lumps across and along saw on both sides of blade. 3.2 Use gauges and straight edges in both directions to test blade accuracy. 3.3 Remove ridges or lumps progressively through levelling and use stretcher or levelling rolls to flatten. 3.4 Localise stresses using controlled levelling or rolling patterns to avoid spring-back and re-occurrence of defects. 3.5 Check saw blade against required curvature using a gauge to identify tensioning requirements. 3.6 Obtain tension curvature across and along saw blade. 3.7 Check alignment of saw back against tolerances using a gauge; roll non-conforming areas to obtain required tolerance.
4. Repair teeth and blade cracks	4.1 Place saw blade in welding jig for heat application and welding activities. 4.2 Check amount of damaged tooth to be removed or crack to be repaired and mark weld line. 4.3 Remove metal to proposed line, prepare edge for welding and clean burn marks. 4.4 Apply heat and pressure to prepare worn, broken or ground surface for metal build up or replacement. 4.5 Build up or replace teeth or cracked area using material and processes that ensure specified metal penetration and density. 4.6 Use weld run-off tabs to limit stress and hollows at edges of saw blade.

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	4.7 Grind or file teeth or cracks to required shape, tolerance and pitch. 4.8 Dispose of saws with irreparable teeth, tips or blades in line with organisational procedures environmental protection practices. 4.9 Identify routine processing and equipment faults and resolve or report 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.	

Numeracy skills to:	• use gauges and straight edges to:
	  • measure results of hammering and/or rolling the blade
	  • measure curvature
	  • check alignment against tolerances.

Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders.

Reading skills to:	• interpret:
	  • workplace health and safety procedures
	  • work orders
	  • manufacturers' maintenance recommendations.

Writing skills to:	• complete accurate basic records for processing and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence the stages preparation and repair work using work using work order to guide activities.
Problem-solving skills to:	• assess blade condition and complete necessary levelling and tensioning adjustments and repair work • identify and dispose of unserviceable saws • recognise faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select and use appropriate repair, maintenance and personal protective equipment for maintaining wide band saw blades • efficiently and safely maintain wide band saw blades.

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FPISAW3220 Maintain wide band saw blades Release 2	FPISAW3220 Maintain wide band saw blades Release 1	Minor typographical and formatting errors corrected	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW3220 Maintain wide band saw blades

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to maintaining wide band saw blades
- maintain wide band and gang saw blades in line with the work order and within prescribed organisational requirements, including:
  - remove and replace saws from equipment
  - assess saw condition in line with standard operating procedures
- use welding processes and materials to produce:
  - weld beads which provides full penetration fusing together adjacent metal parts
  - welds free from any faults that would have the potential to weaken the strength and endurance capability of the weld deposit and weld zone.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- purpose, features and operation of heavy duty wide band and gang saws for which repairs are completed
- features and names of different parts of wide band saw blades
- purpose, features and operation of tools and equipment used to repair and maintain wide band saw blades:
  - hammers
  - stretcher or tension rolls
  - levelling rolls

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  - tension gauges and straight edges
  - welding equipment and welding materials
- importance of levelling blades, setting tension, applying curvature and setting teeth to match requirements for:
  - characteristics of various materials sawn
  - speed of the sawing process
  - direction of the sawing process
  - cutting angle for sawing
  - saw blade specifications
- methods for:
  - removing saw blades from heavy duty wide band and gang saws
  - assessing saw blade condition
  - hammering, levelling and tensioning blades to specified requirements
  - applying curvature
  - welding to build up and replace teeth
  - grinding and filing teeth to required shape, tolerance and pitch
- characteristics of metal used in wide band saw blades and range of force which can be applied without damaging blades
- organisational policies and procedures specific to maintaining wide band saw blades:
  - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
  - communication reporting lines
  - recording and reporting processing and equipment faults
- environmental protection practices for repairing and maintaining tools and equipment in forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing materials

Assessment Conditions

The following resources must be made available:

- tools and equipment used to repair and maintain wide band saw blades:
  - hammers
  - stretcher or tension rolls
  - levelling rolls
  - tension gauges and straight edges
  - welding equipment
  - welding jigs
  - run-off tabs
  - punches

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  - engineers hammers
  - angle grinders
  - sanders
  - hand files
  - abrasive paper or cloth
- welding material
- tools and equipment to be repaired and maintained:
  - large heavy duty wide band and gang saws used to cut timber
- personal protective equipment suitable for repairing and maintaining wide band saw blades
- manufacturers' instructions for use, repair and maintenance of equipment
- work order for repair and maintenance activities with specific instructions for repairing wide band and gang saw blades in specified equipment
- documents, spreadsheets and commonly used proformas for recording processing and equipment faults
- relevant personnel for the purposes of communicating information
- organisational policies and procedures for maintaining wide band saw blades.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW3221 Profile saw blanks

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Application

This unit of competency describes the outcomes required to calculate blade lengths, and to produce tooth profiles to work orders and specifications. Work is completed in a forest products factory setting.

The unit applies to Sawdoctor, Saw Repairer.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

Element *Elements describe the essential outcomes.*	**Performance Criteria** *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.*
1. Prepare for profiling	1.1 Review work order and where required check with appropriate personnel. 1.2 Calculate numbers of band, wide band and gang saw blades to be profiled.

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	1.3 Select appropriate profiling and personal protective equipment and check for operational effectiveness in line with manufacturer's recommendations. 1.4 Plan profiling process in line with work order.
2. Profile blanks	2.1 Follow organisational safety procedures throughout all machining processes. 2.2 Calculate key saw blade dimensions. 2.3 Obtain calculated blank length or cut from ribbon stock. 2.4 Set up press with punches to suit saw dimensions. 2.5 Punch first tooth in blank to align other teeth. 2.6 Punch remaining teeth to required pitch and tooth profile. 2.7 Assess performance of profiling equipment. 2.8 Dispose of irreparable saw blanks in line with environmental protection practices. 2.9 Identify routine processing and equipment faults and resolve or report 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.	

Numeracy skills to:	• complete precise calculations to profile blade saws to correct:
	  • width
	  • length
	  • pitch
	  • gullet depth
	  • hook and back clearance angles.

Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify contents of work orders.

Reading skills to:	• interpret:
	  • workplace health and safety procedures
	  • work orders
	  • manufacturers’ maintenance recommendations.

Writing skills to:	• complete accurate basic records for processing and equipment faults.
Planning and organising	• efficiently and logically sequence the stages of preparation and

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skills to:	profiling activities using work order to guide activities.
Problem-solving skills to:	• identify and dispose of irreparable saw blanks • recognise faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select and use appropriate profiling and personal protective equipment • efficiently and safely profile saw blades.

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPSAW3221 Profile saw blanks Release 2	FWPSAW3221 Profile saw blanks Release 1	Minor typographical errors corrected.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW3221 Profile saw blanks

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to profiling saw blanks
- profile saw blanks in line with the work order and within prescribed organisational requirements
- operate profiling equipment
- set up punch and die kits or other equipment used for profiling saw teeth
- calculate these key dimensions for blades in line with manufacturers' specifications and timber processing requirements:
  - width
  - length
  - pitch
  - gullet depth
  - hook and back clearance angles
  - number of teeth
- assess the performance of profiling equipment and complete basic written records for:
  - edge finish
  - wear rates
  - production rates
  - distortion.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

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- purpose, features and operation of band, wide band and gang saws for which saw blanks are profiled
- features and names of different parts of band saw blades
- purpose, features and operation of tools and equipment used to profile saw blanks:
  - power fly presses
  - punch systems
- importance of profiling saw blanks to match requirements for:
  - characteristics of various materials sawn
  - speed of the sawing process
  - direction of the sawing process
  - cutting angle for sawing
  - saw blade specifications
- methods for:
  - calculating key saw dimensions
  - profiling, pressing and punching saw blanks to required pitch and tooth profile
  - aligning saw teeth
  - assessing performance of profiling equipment for:
- edge finish
- wear rates
- production rates
- distortion
- organisational policies and procedures specific to profiling saw blanks:
  - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
  - communication reporting lines
  - recording and reporting processing and equipment faults.
- environmental protection practices for repairing and maintaining tools and equipment in forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing materials.

Assessment Conditions

The following resources must be made available:

- one or more of the following types of tools and equipment used to profile saw blanks:
  - power fly presses
  - punch systems
- ribbon stock for large heavy duty band, wide band and gang saw blades
- personal protective equipment suitable for profiling saw blanks
- manufacturers' instructions for use, repair and maintenance of equipment

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- work order for repair and maintenance activities with specific instructions for profiling saw blanks for specified equipment
- documents, spreadsheets and commonly used proformas for recording processing and equipment faults
- relevant personnel for the purposes of communicating information
- organisational policies and procedures for profiling saw blanks.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW3222 Recondition band mill wheels

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW3222B Recondition band mill wheels, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to prepare the band mill, fit special grinders, grind the wheel profile and re-assemble the band mill in readiness for return of bandsaws and wide bandsaws to service. Work is completed in a forest and wood products factory setting.

The unit applies to Sawdoctor, Saw Repairer.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for reconditioning	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate repair, maintenance and personal protective equipment and check for operational effectiveness in line with manufacturer's recommendations. 1.3 Plan reconditioning process in line with work order.

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2. Fit and grind wheel profile	2.1 Follow organisational safety procedures throughout all maintenance and repair processes. 2.2 Inspect and measure wheel to identify wear and grinding method. 2.3 Service, fit and align wheel grinder to wheel and band mill in line with manufacturer's instructions and recommended tolerances. 2.4 Make trial cut to check and further align grinder. 2.5 Grind wheel to remove all wear, ensuring face is not hollow. 2.6 Control grinding feeds to obtain required wheel profile and finish. 2.7 Measure wheel to ensure diameter of back and front edges are equivalent. 2.8 Measure wheel profile to ensure grinding has achieved required profile.
3. Reassemble band mill wheel	3.1 Remove grinder and base plate from band mill when grinding is complete. 3.2 Reassemble band mill components to manufacturer's instructions. 3.3 Set up band saw on mill to specified alignment. 3.4 Test band saw and mill to ensure correct operation. 3.5 Remove isolation padlocks or tags at completion of work in line with safety procedures. 3.6 Dispose of unserviceable wheels in line with organisational procedures and environmental protection practices. 3.7 Identify routine processing and equipment faults and resolve or report 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.	
Numeracy skills to:	• accurately take wheel measurements • estimate the speed of band mill wheel rotation with the speed and depth of cut • complete precise calculations to achieve: • wheel alignment • alignment of saw guides to wheel faces • wheel thickness to manufacturer's specifications

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Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders.

Reading skills to:	• interpret:
	  • workplace health and safety procedures
	  • work orders
	  • manufacturers' instructions and maintenance recommendations.

Writing skills to:	• complete basic accurate records of processing and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence stages of preparation and repair work using work order to guide activities.
Problem-solving skills to:	• assess wheel condition and rectify faults through correct grinding processes • identify and dispose of unserviceable wheels • recognise faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select and use appropriate repair, maintenance and personal protective equipment for reconditioning band mill wheels • efficiently and safely recondition band mill wheels.

Range of Conditions

Not Applicable

Unit Mapping Information

FPISAW3222B Recondition band mill wheels

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW3222 Recondition band mill wheels

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW3222B Recondition band mill wheels, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to reconditioning band mill wheels
- recondition band mill wheels in line with the work order and within prescribed organisational requirements
- remove and replace wheels from band mill if faces are to be resurfaced on a metal lathe
- assess band mill wheel conditions in line with standard operating procedures.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- purpose, features and operation of a band and wide band saw mill wheels
- features and names of different parts of band mills
- purpose, features and operation of tools and equipment used to recondition band mill wheels:
  - grinding equipment
  - measuring equipment
- importance of aligning band mill wheels to the specified profile for continued accuracy during band saw operation
- methods for:
  - removing wheels from band mills

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  - assessing condition of wheels
  - grinding the faces of the band mill wheels to specified requirements
  - re-assembling band mill components
  - setting up band saw on mill to specific alignment
  - testing operational effectiveness of band saws and mills
- wheel profiles and appropriate tolerances
- range of speeds at which abrasive grinders can be operated without damaging band mill wheels
- organisational policies and procedures specific to reconditioning band mill wheels:
  - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
  - communication reporting lines
  - recording and reporting processing and equipment faults.
- environmental protection practices for repairing and maintaining tools and equipment in forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing materials.

Assessment Conditions

The following resources must be made available:

- tools and equipment used to recondition band mill wheels:
  - grinding equipment
  - measuring equipment
- band mills including the entire mechanical structure and componentry that make up the machine
- mill wheels to be reconditioned:
  - band and wide band mill wheels
- personal protective equipment suitable for reconditioning band mill wheels
- manufacturers' instructions for use, repair and maintenance of equipment
- work order for repair and maintenance activities with specific instructions for reconditioning band mill wheels in specified equipment
- template documents for recording processing and equipment faults
- relevant personnel for the purposes of communicating information
- organisational policies and procedures for reconditioning band mill wheels.

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:

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- 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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW3223 Assess wood chips

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW3223B Assess wood chips, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to assess wood chips for quality and contamination and to report on the outcomes for downstream processing. Work is undertaken in a forest and wood products factory setting.

The unit applies to Sawmill Worker, Production Worker, Chipper Operator.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for assessment	1.1 Check work order requirements. 1.2 Obtain required type and quantity of wood chips for assessment. 1.3 Select moisture meters and testing equipment and check for operational effectiveness. 1.4 Plan testing procedures according to site procedures and environmental requirements.

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2. Collect and assess samples	2.1 Collect chip samples from designated locations and ensure they are kept free from mixing and contamination. 2.2 Collect wood chips at production, transport and storage for contaminants. 2.3 Review chip production, transport and storage processes for potential sources of contamination 2.4 Report problems with moisture content, size, shape, species and contamination. 2.5 Complete sampling records.
3. Test wood chips and report outcomes	3.1 Review chip specifications from production schedules and orders. 3.2 Test chips for moisture content, size distribution, shape and contamination. 3.3 Store chip samples and file test reports. 3.4 Communicate test results to production personnel to facilitate process control or changes 3.5 Modify test sampling processes in response to new problems and production changes. 3.6 Record and report testing process and equipment faults.

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:	• measure moisture and chip size and quantities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPISAW3223B Assess wood chips

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Links

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Assessment Requirements for FWPSAW3223 Assess wood chips

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW3223B Assess wood chips, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to assessing wood chips
- assess wood chips in line with a work order and within prescribed organizational requirements for the following:
  - size distribution
  - shape
  - finish quality
  - contamination
  - faults
- safely use tools, machinery and equipment for assessing wood chips
- identify the following contaminants in wood chips:
  - disease
  - infestation
  - rot
  - paint
  - plastic
  - bark
  - charcoal
  - rock
  - metal
- measure moisture in wood chips

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- identify whether wood chips meet requirements for size and shape
- record sampling processes and outcomes of wood chip assessment.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- how wood chips are produced, transported and stored
- environmental protection requirements for the safe disposal of waste or contaminated wood chips
- organisational and site standards, requirements, policies and procedures for assessing wood chips
- environmental risks and hazards
- sampling and testing techniques
- types and characteristics of different wood chips
- visual assessment techniques
- storage systems and labelling
- tools and equipment and their safe use, operation and maintenance during the assessment of wood chips
- procedures for recording and reporting workplace information.

Assessment Conditions

The following resources must be made available:

- wood chips
- equipment for measuring moisture in wood chips
- personal protective equipment
- relevant personnel for the purposes of communicating information
- documents, spreadsheets and commonly used proforma documents
- organisational policies and procedures relevant to assessing wood chips.

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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FWPSAW3224 Coordinate and monitor the wood chip stockpile

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW3224B Coordinate and monitor the wood chip stockpile, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to coordinate and monitor the movement and distribution of wood chips to, from and over the stockpile, including movement and loading. The work is undertaken in a forest and wood products factory setting.

The unit applies to Production Worker, Chipper Operator, Machine Operator.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Plan stockpile operations	1.1 Review orders, and requirements for wood chip movement. 1.2 Produce stockpile schedules according to site procedures. 1.3 Check wood chip supplies.
2. Control stockpile	2.1 Establish area for stockpile and estimate growth or contraction on basis of production and shipping schedules.

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	2.2 Review reach of chip slinging equipment. 2.3 Inspect stockpile and identify hazards within vehicle operational area.
3. Coordinate wood chip movement and loading	3.1 Select and allocate vehicles and attachments to spread chips and load transport. 3.2 Advise site of spreading, movement and loading operations. 3.3 Coordinate stockpile levelling in accordance with site procedures. 3.4 Coordinate and direct wood chip retrieval from the stockpile edges to transport. 3.5 Investigate, record and report on wood chip movement and equipment faults in accordance with organizational policies and procedures.

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:	• calculate area and volume of wood chips • calculate reach of wood slinging equipment.
Oral communication skills to:	• coordinate transport and direct movement of stockpile.
Problem solving skills to:	• manage hazards and ensure movement of wood chips to meet established schedules.
Planning and organising skills to:	• sequence activities for the movement of wood chips.

Range of Conditions

Not Applicable

Unit Mapping Information

FPISAW3224B Coordinate and monitor the wood chip stockpile

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW3224 Coordinate and monitor the wood chip stockpile

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW3224B Coordinate and monitor the wood chip stockpile which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to coordinating and monitoring the wood chip stockpile
- plan, coordinate, communicate and schedule stockpile operations
- safely use, and direct others to safely use, chip slinging equipment
- maintain the stockpile so that it is stable, compact, and provides access for chip retrieval and for continued slinging
- safely direct others when chips are being delivered and transported by wheeled or tracked dozers or loaders
- maintain schedules so that sufficient quantities of chips are available to meet demands
- maintain accurate records about the stockpile and the movement of woodchips and follow organisational procedures.
-

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- purpose and safe use of equipment used in coordinating and monitoring the wood chip stockpile including:
  - wheeled dozers and loaders

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    - chip slinging equipment
- wood chip movement and loading procedures
- environmental protection requirements for maintenance and safe disposal of waste material from stockpiles, and the cleaning of plant, tools and equipment
- organisational and site policies and procedures relating to the wood chip stockpile
- environmental risks and hazards associated with stockpiles, which must include risks arising from forms of contamination
- wood chip movement and loading procedures
- procedures for recording and reporting workplace information
- maintenance procedures for tools and equipment.
-

Assessment Conditions

The following resources must be made available:

- organisational policies and procedures relevant to coordinating and monitoring the wood chip stockpile
- wood chip stockpile
- chip slinging equipment
- relevant personnel for the purposes of communicating information
- documents, spreadsheets and commonly used proforma documents
- personal protective equipment suitable for coordinating and monitoring the wood chip stockpile

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW3225 Maintain frame saw blades

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW3225B Maintain frame saw blades, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to hammer, tension, back-gauge, weld and replace teeth on frame saw blades. It includes inspecting saws, repairing defects including damaged or missing teeth and cracks, and hammering ridges and lumps. Work is completed in a forest and wood products factory setting.

The unit applies to Sawdoctor, Saw Repairer.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for maintenance	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate repair, maintenance and personal protective equipment and check for operational effectiveness in line with manufacturer's recommendations.

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	1.3 Plan repair process in line with work order.
2. Assess saw condition	2.1 Follow organisational safety procedures throughout all maintenance and repair processes. 2.2 Remove frame saw blades from machinery. 2.3 Handle saws to avoid damaging teeth. 2.4 Clean foreign material on saw surfaces for inspection. 2.5 Inspect saw to assess condition of teeth and saw blade. 2.6 Check and mark teeth and tips requiring repair or replacement. 2.7 Declare saw unserviceable where hazardous defects are found. 2.8 Segregate and dispose of unserviceable saws in line with organisational procedures and environmental protection practices.
3. Hammer, tension and back-gauge saw blade	3.1 Assess ridges or lumps across and along saw on both sides of blade. 3.2 Use gauges and straight edges in both directions to test blade accuracy. 3.3 Remove ridges or lumps progressively through hammering and use stretcher or levelling rolls to flatten. 3.4 Control hammering or rolling patterns to localise stresses to avoid spring-back and re-occurrence of defects. 3.5 Check saw blade against required curvature using a gauge to identify tensioning requirements. 3.6 Obtain tension curvature across and along saw blade. 3.7 Check alignment of saw back against tolerances using a gauge; roll non-conforming areas to obtain required tolerance.
4. Repair teeth	4.1 Place saw blade in welding jig for heat application and welding activities. 4.2 Check amount of damaged tooth to be removed and mark weld line. 4.3 Remove metal to proposed line, prepare metal edge for welding and clean burn marks. 4.4 Apply heat and pressure to prepare worn, broken or ground surface for metal build up or replacement. 4.5 Build up or replace teeth using material and processes that ensure specified metal penetration and density. 4.6 Use weld run-off tabs to limit stress and hollows at saw edges. 4.7 Grind or file teeth to required shape, tolerance and pitch. 4.8 Dispose of sub-standard saw blades in line with environmental

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	protection practices. 4.9 Identify routine processing and equipment faults and resolve or report 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.	
Numeracy skills to:	• use gauges and straight edges to: • measure results of hammering and/or rolling the blade • measure curvature • check alignment against tolerances.
Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders.
Reading skills to:	• interpret: • workplace health and safety procedures • work orders • manufacturers' maintenance recommendations.
Writing skills to:	• complete accurate basic records for processing and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence stages of preparation and repair work using work order to guide activities.
Problem-solving skills to:	• assess blade condition and complete necessary levelling and tensioning adjustments and repair work • identify and dispose of unserviceable saws • recognise faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select and use appropriate repair, maintenance and personal protective equipment for maintaining frame saw blades • efficiently and safely maintain frame saw blades.

Range of Conditions

Not Applicable

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Unit Mapping Information

FPISAW3225B Maintain frame saw blades

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW3225 Maintain frame saw blades

Modification History

Release	Comment
1	New unit. Replaces equivalent unit FPISAW3225B Maintain frame saw blades, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to maintaining frame saw blades
- maintain frame saw blades in line with a work order and within prescribed organisational requirements
- remove and replace saws from equipment
- assess saw condition in line with standard operating procedures
- use welding processes and materials to produce:
  - welds which provides enough penetration to ensure strong cohesion
  - density that ensures the weld is free of holes and inclusions.
  -

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- purpose, features and operation heavy duty frame saws for which repairs are completed
- features and names of different parts of frame saw blades
- purpose, features and operation of tools and equipment used to repair and maintain frame saw blades:
  - hammers

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  - structure rolls
  - levelling rolls
  - tensioning instruments
  - gauges and straight edges
  - welding equipment and welding materials
- importance of levelling blades, setting tension, applying curvature and setting teeth to match requirements for:
  - characteristics of various materials sawn
  - speed of the sawing process
  - direction of the sawing process
  - cutting angle for sawing
  - saw blade specifications
- methods for:
  - removing saw blades from heavy duty frame saws
  - assessing saw blade condition
  - hammering, levelling and tensioning blades to specified requirements
  - applying curvature
  - welding to build up and replace teeth
  - grinding and filing teeth to required shape, tolerance and pitch
- characteristics of metal used in frame saw blades and range of force which can be applied without damaging blades
- organisational procedures specific to maintaining frame saw blades:
  - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
  - communication reporting lines
  - recording and reporting processing and equipment faults
- environmental protection practices for repairing and maintaining tools and equipment in forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing materials
  -

Assessment Conditions

The following resources must be made available:

- tools and equipment used to repair and maintain frame saw blades:
  - hammers
  - structure rolls
  - levelling rolls
  - tensioning instruments

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  - gauges and straight edges
  - welding equipment
  - welding jigs
  - run-off tabs
  - punches
  - engineers hammers
  - angle grinders
  - sanders
  - hand files
  - abrasive paper or cloth
- welding material
- tools and equipment to be repaired and maintained:
- large heavy duty frame saws used to cut timber
- personal protective equipment suitable for repairing and maintaining frame saw blades
- manufacturers' instructions for use, repair and maintenance of equipment
- work order for repair and maintenance activities with specific instructions for repairing frame saw blades in specified equipment
- template documents for recording processing and equipment faults
- relevant personnel for the purposes of communicating information
- organisational policies and procedures for maintaining frame saw blades.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW3226 Saw logs using CNC optimising systems

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW3226B Saw logs using CNC optimising systems, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to set up and operate computer numerically controlled (CNC) optimising systems and saws to maximise timber output from every log. Work is completed in a forest and wood products factory and includes operator maintenance.

The unit applies to Benchman, Machine Operator, Timber Products Technician, Saw Operator.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for machining	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate personal protective equipment and check for

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	operational effectiveness. 1.3 Plan log sawing process in line with work order.
2. Set up optimising system	2.1 Set CNC optimising program to job specifications. 2.2 Check safety equipment and saw and cutting mechanisms for safe and effective operation. 2.3 Adjust saw settings in line with work order. 2.4 Conduct trial runs to check system operation, accuracy and quality of finished work. 2.5 Complete final adjustments to CNC optimising program and equipment in line with organisational procedures.
3. Operate optimising log saw	3.1 Use equipment in line with organisational safety procedures, manufacturer’s instructions and environmental protection practices. 3.2 Complete pre start-up checks to ensure operational effectiveness. 3.3 Feed logs into machine, operate saw and monitor use to minimise waste and ensure quality product and output. 3.4 Repair or dispose of sub-standard product in line with environmental protection practices. 3.5 Direct processed logs to designated area in line with work order. 3.6 Identify routine processing problems and resolve or report to appropriate personnel.
4. Complete operator maintenance	4.1 Follow organisational safety procedures to lock out equipment. 4.2 Check saw blades for bluntness or damage. 4.3 Remove and replace saw blades in line with manufacturer's recommendations. 4.4 Dispose of used blades in line with environmental protection practices. 4.5 Complete basic non-specialist maintenance for equipment. 4.6 Keep machine clear of dust and debris in line with organisational safety procedures. 4.7 Record and report equipment faults and maintenance requirements to appropriate personnel.

Foundation Skills

This section describes those core and employment skills that are essential to performance and

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are not explicit in the performance criteria.	
Numeracy skills to:	• identify quantities of required material within work orders and count number of logs to be sawn • set numerical data on CNC optimising program to suit sizing specifications • calculate the feed rate to optimise quality and quantity of production output.
Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders
Reading skills to:	• interpret: • workplace health and safety and other organisational procedures • work orders • manufacturers' instructions and maintenance recommendations.
Writing skills to:	• complete accurate basic records for equipment faults and maintenance requirements.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.
Problem-solving skills to:	• identify and repair or dispose of sub-standard products • identify processing problems and faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select and use appropriate personal protective equipment for sawing activities • use computerised operating controls for CNC optimising saws to efficiently and safely saw logs • accurately identify and replace blunt or damaged saw blades.

Range of Conditions

Not Applicable

Unit Mapping Information

FPISAW3226B Saw logs using CNC optimising systems

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW3226 Saw logs using CNC optimising systems

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW3226B Saw logs using CNC optimising systems, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to sawing logs using CNC optimising systems
- saw logs using CNC optimising systems in line with work order and within prescribed organisational tolerances
- set computer programs for the CNC optimising system to follow
- complete these types of basic non-specialist maintenance:
  - cleaning the machine of wood chips and sawdust
  - replacing blunt saw blades
  - inspecting machine parts for wear or damage, including guards
  - greasing and lubricating moving parts
  - checking the operation of emergency stop buttons and lock out systems.
  -

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- environmental protection practices for forest products factory settings:
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing timber

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    - reducing water and energy use
- typical log defects and how they affect ability to produce quality flitches and cants:
    - warp
    - wane
    - curvature
    - cupping
    - shakes
    - insect defects
    - knots
    - resin pockets
- typical work flow processes for sawing flitches and cants with CNC optimising saws
- typical flow of log supply in and out of the sawing area
- range of cutting patterns used on logs to achieve maximum output of flitches and cants
- range of feed rates and how they affect production output and finished quality of flitches and cants
- purpose, features and operation of CNC optimising and other equipment used to saw flitches and cants:
    - CNC optimising saws
    - CNC computer program
    - mechanical feed
    - conveyor system to transport logs to and from the sawing area
    - maintenance tools and equipment for saws
- methods for assessing saw blade condition
- organisational procedures specific to operating CNC optimising saws:
    - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
    - communication reporting lines
    - recording and reporting processing problems and equipment faults.
    -

Assessment Conditions

The following resources must be made available:

- CNC optimising saws
- CNC computer program
- maintenance tools and equipment for saws
- consumable saw blades
- personal protective equipment suitable for operating CNC optimising saws
- a diverse, comprehensive and commercial range of logs
- manufacturers':
    - instructions for equipment use

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    - recommendations for repairing and maintaining equipment
- work order with specific instructions for sawing logs and despatch to downstream processing
- template documents for recording equipment faults and maintenance requirements
- relevant personnel for the purposes of communicating information
- organisational procedures for operating CNC optimising saws.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW3227 Select and saw logs in multi-species operations

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW3227B Select and saw logs in multi-species operations, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to select and set up the processing of multi-species logs, saw logs into flitches or cants and maintain the production flow, allowing for changes in species. Work is completed in a forest and wood products factory and includes operator maintenance.

The unit applies to Sawmill Worker, Production Worker, Sawyer.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for sawing and select logs	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate personal protective equipment and check for operational effectiveness. 1.3 Select appropriate logs according to species and size or grade and

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	billet to suit work order. 1.4 Reject, segregate or dispose of defective logs in line with organisational procedures and environmental protection practices.
2. Break down logs	2.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Complete pre start-up checks to ensure operational effectiveness. 2.3 Use dogs to secure and align logs to saw and minimise damage. 2.4 Clear logs of foreign matter and feed into saw at feed rate in line with organisational safety procedures. 2.5 Plan, maintain and adjust sawing sequence to produce required quantity of flitches or cants and maximise feed rate. 2.6 Check and adjust break down process regularly to maintain desired quality and output, allowing for defects and changes in species. 2.7 Direct flitches or cants to designated area in line with work order. 2.8 Identify routine processing problems and resolve or report to appropriate personnel.
3. Complete operator maintenance	3.1 Follow organisational safety procedures to lock out equipment. 3.2 Check saw blades for bluntness or damage. 3.3 Remove and replace saw blades in line with manufacturer's recommendations. 3.4 Dispose of used blades in line with organisational procedures and environmental protection practices. 3.5 Complete basic non-specialist maintenance for equipment. 3.6 Keep machine clear of dust and debris in line with organisational safety procedures. 3.7 Record and report equipment faults and maintenance requirements 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.	
Numeracy skills to:	• identify quantities of required material within work orders and count number of logs to be sawn • measure log size across multiple species according to work orders

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	• complete routine calculations to determine correct angles for aligning logs to equipment • calculate the feed rate to optimise quality and quantity of production output.
Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' instructions and maintenance recommendations.

Writing skills to:	• complete accurate basic records for equipment faults and maintenance requirements.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.
Problem-solving skills to:	• identify and dispose of defective logs • identify processing problems and faulty equipment and resolve by reporting or rectifying.

Technology skills to:	• select and use appropriate personal protective equipment for selecting and sawing logs
	• identify:
	  • species and strength groups of logs
	  • recovery potential of logs
	  • blunt or damaged saw blades
	• use saws to efficiently and safely saw logs in multi-species operations.

Range of Conditions

Not Applicable

Unit Mapping Information

FPISAW3227B Select and saw logs in multi-species operations

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW3227 Select and saw logs in multi-species operations

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW3227B Select and saw logs in multi-species operations, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to selecting and sawing logs in multi-species operations
- select logs in line with production requirements and log utilisation, including assessment of
  - diameter range
  - curvature
  - faults
  - softwood species of various types
  - moisture content
- select and saw logs in multi-species operations to produce flitches in line with a work order and within prescribed organisational specifications
- adjust break down process regularly to allow for changes in species
- complete these types of basic non-specialist maintenance:
  - cleaning the machine of wood chips and sawdust
  - replacing blunt saw blades
  - inspecting machine parts for wear or damage, including guards
  - greasing and lubricating moving parts
  - checking the operation of emergency stop buttons and lock out systems.

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Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- purpose, features and operation of equipment used to saw flitches and cants:
  - carriages:
    - standard three headed dog carriages
    - flat top carriages with head rigs
  - saws:
    - circular saws
    - bench saws
    - overhead frame saws or band saws
- mechanical feed
- conveyor system to transport logs to and from the sawing area
- maintenance tools and equipment for saws
- typical range of industry and organisation specific species types:
  - visual characteristics of logs
  - recovery characteristics
- typical work flow processes for sawing flitches and cants
- methods of adjusting workflow and sawing schedule during operation to account for differences in species
- range of cutting patterns used on logs to achieve maximum output of flitches and cants
- different cutting patterns required for different species of trees
- assessment of logs for:
  - diameter range
  - curvature
  - faults
  - softwood species of various types
  - moisture content
- range of feed rates and how they affect production output and finished quality of flitches and cants
- typical flow of log supply in and out of the sawing area
- methods for assessing saw blade condition
- species and recovery characteristics of timber and timber defects
- cutting pattern requirements, feed rates and finish
- flow control systems and marking requirements
- environmental protection practices for forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing timber
- typical log defects and how they affect ability to produce quality flitches and cants:
  - warp

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  - wane
  - curvature
  - cupping
  - shakes
  - insect defects
  - knots
  - resin pockets
- organisational procedures specific to selecting and sawing logs in multi-species operations:
  - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
  - communication reporting lines
  - recording and reporting processing problems and equipment faults.
  -

Assessment Conditions

The following resources must be made available:

- one or more of the following types of carriages:
  - standard three headed dog carriages
  - flat top carriages with head rigs
- one or more of the following types of saws:
  - circular saws
  - bench saws
  - overhead frame saws or band saws
- mechanical feed
- conveyor system to transport logs to and from the sawing area
- maintenance tools and equipment for saws
- consumable saw blades
- personal protective equipment suitable for selecting and sawing logs
- a selection of logs from different species of trees
- manufacturers':
  - instructions for equipment use
  - recommendations for repairing and maintaining equipment
- work order with specific instructions for selecting and sawing logs and despatch to downstream processing
- template documents for recording equipment faults and maintenance requirements
- relevant personnel for the purposes of communicating information
- organisational procedures for selecting and sawing logs in multi-species operations.

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Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Assessor requirements

Assessors must:

- hold the appropriate assessor competency standards as outlined in regulations; and
- be able to demonstrate vocational competencies at least to the level being assessed; and
- be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency and assessor competence.
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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW3228 Apply principles of blade design to sawing procedures

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Application

This unit of competency describes the outcomes required to maintain quality output by selecting blades for various sawing operations and by applying principles of blade design. Work is completed in a forest and wood products factory

The unit applies to Sawmill Worker, Sawyer, Production Worker.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

Element *Elements describe the essential outcomes.*	**Performance Criteria** *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.*
1. Maintain quality output	1.1 Follow quality system procedures for use and care of blades. 1.2 Assess blades visually for defects before processing products and completing work.

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2. Apply blade design principles	2.1 Classify blades, according to type and style suitable for different saws and production requirements. 2.2 Identify and evaluate blade characteristics, properties and design capacities according to manufacturer's specifications and production requirements. 2.3 Select blades to suit material being cut and production requirements. 2.4 Plan sawing to minimise blade damage and wear and optimise blade lifespan.
3. Assess blade condition.	3.1 Identify machinery and equipment issues that can cause product waste and adversely affect blade lifespan; resolve during day to day activities. 3.2 Assess saw blade condition and recognise need to rectify blade wear and damage. 3.3 Record and report blade faults to appropriate personnel according to blade design specifications.

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:	• measure blade characteristics for different blade types.

Reading skills to:	• interpret:
	  • organisational quality system procedures
	  • manufacturers' blade specifications and maintenance recommendations.

Writing skills to:	• complete accurate basic records for blade faults.
Planning and organising skills to:	• plan use of blades according to work activities.
Problem-solving skills to:	• identify machining problems and resolve to avoid blade damage • identify and report blade wear, damage and faults.
Technology skills to:	• select appropriate blades to suit materials and production requirements.

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPSAW3228 Apply principles of blade design to sawing procedures Release 2	FWPSAW3228 Apply principles of blade design to sawing procedures Release 1	Minor typographical errors corrected.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW3228 Apply principles of blade design to sawing procedures

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to applying principles of blade design to sawing procedures
- select blades for sawing procedures in line with environmental legislation and workplace procedures
- identify and evaluate blade characteristics, properties and design capacities for these types of blades:
  - circular saw blades
  - band saw blades
  - gang saw blades
  - wide saw blades
  - standard steel
  - tungsten tipped
  - stellite tipped
- assess saw blade condition and complete basic records of faults for each of the above types of blades
- select appropriate blades to suit material being cut and production requirements in line with three work orders.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- purpose, features and operation of blades:

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    - circular saw blades
    - band saw blades
    - gang saw blades
    - wide saw blades
    - standard steel
    - tungsten tipped
    - stellite tipped
- properties of blades used in the forestry industry:
    - metal from which blades are made
    - tensile strength
    - geometry and concentricity
- characteristics of blades and names of different parts:
    - blade pitch
    - kerf
    - gullet
    - face
    - set
    - straightness
    - profile
    - angle
    - depth
    - teeth shape
    - application (cross cut or ripping)
    - number of teeth per metre
- methods to optimise the use of saw blades
- effects of different types of materials on saw blade wear
- typical machinery and equipment issues that can cause product waste and adversely affect blade lifespan
- methods for assessing saw blade condition
- organisational quality system procedures for use and care of blades.

Assessment Conditions

The following resources must be made available:

- blades for:
    - circular saws
    - band saws
    - gang saws
    - wide saws
- these styles of blade:

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  - standard steel
  - tungsten tipped
  - stellite tipped
- maintenance tools and equipment for blades
- personal protective equipment suitable for maintaining blades
- manufacturers' specifications for blade use and recommendations for repairing and maintaining blades
- template documents for recording blade faults
- relevant personnel for the purposes of communicating information
- work orders with specific information on materials to be cut and production requirements
- organisational quality system procedures for use and care of blades.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Assessor requirements

Assessors must:

- hold the appropriate assessor competency standards as outlined in regulations; and
- be able to demonstrate vocational competencies at least to the level being assessed; and
- be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency and assessor competence.
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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW3229 Operate a portable sawmill

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW3229B Operate a portable sawmill, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to produce sawn green boards using a portable sawmill in line with site requirements and to meet customer specifications. The work is performed in a forest setting

The unit applies to Sawyer, Machine Operator.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for sawing	1.1 Review work order and confirm work requirements. 1.2 Select type and quantity of logs to be sawn 1.3 Select suitable equipment for the sawing process, check operational effectiveness and review manufacturer's instructions for use 1.4 Plan sawing process to optimise volume and quality of recovery.

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2. Break down logs	2.1 Check site for hazards and conduct pre start-up check. 2.2 Use cant hooks, winches or log rollers to position logs to be sawn, and stabilise with chock logs or pre-notched runners. 2.3 Review sawn board dimensions from customer orders or work order. 2.4 Identify log characteristics and estimate number of boards and sequence of cuts from an individual log. 2.5 Adjust saw, carriage and mill to suit dimensions of boards to be cut. 2.6 Operate saw ensuring that sawn edges are controlled. 2.7 Remove logs with defects, reject boards and off-cuts to waste or sawn recovery. 2.8 Record and report process and equipment faults.
3. Conduct operator maintenance	3.1 Follow equipment lock-out and site procedures when equipment is faulty. 3.2 Check saw and saw blades for bluntness or damage and repair or replace following manufacturer's instructions. 3.3 Clear area of dust and debris.

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:	• calculate dimensions, and to estimate, measure and calculate numbers of logs and boards required.
Reading skills to:	• read manufacturer's instructions and work orders.
Writing skills to:	• record information.
Planning and organising skills to:	• sequence work activity.

Range of Conditions

Not Applicable

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Unit Mapping Information

FPISAW3229B Operate a portable sawmill

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW3229 Operate a portable sawmill

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW3229B Operate a portable saw, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to operating a portable sawmill
- safely operate a portable sawmill to produce green boards to meet a work order
- assess logs for suitability for sawing
- use cant hooks, winches, log rollers and mechanical lifting equipment to position logs for sawing and ensure that logs are stable
- correctly position the carriage to support the saw and the log
- assess blades for replacement and conduct operator maintenance on portable sawmill machinery.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- organisational policies and procedures for operating a portable sawmill
- features and safe use of portable sawmills and other equipment including:
  - cant hooks
  - winches
  - log rollers
  - mechanical lifting equipment
- prestart up checks for portable sawmills including:

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    - ensuring that the saw has been set-up correctly
    - ensuring that the blades are installed accurately
    - ensuring that the machinery is operating to optimum performance
- optimisation of log sawing including:
    - planning the cutting of a log to achieve the most from it (the most and widest boards possible)
    - ensuring environmental requirements are central to this planning process
- the characteristics of logs for sawing, which must include:
    - diameter range
    - curvature
    - faults
    - species
    - moisture content
- break down processes, feed rates and finish
- blade condition assessment
- log defects which includes:
    - defects arising from a change in moisture content
    - warp
    - wane
    - curvature
    - shakes
    - insect defects
    - knots and resin pockets
    - sweep
    - taper
    - end splits
    - shape
- environmental protection requirements for the safe disposal of waste material, and the cleaning of plant, tools and equipment
- procedures for recording and reporting workplace information.

Assessment Conditions

The following resources must be made available:

- logs for sawing
- portable sawmill
- personal protective equipment
- work order
- relevant personnel for the purposes of communicating information
- documents, spreadsheets and commonly used proforma documents
- organisational policies and procedures relevant to operating a portable sawmill

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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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW4201 Plan and monitor timber treatment plant operations

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW4201B Plan and monitor timber treatment plant operations, which was first released with FPI11 Forest and Forest Products Training Package version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to plan, monitor, modify and assess timber treatment plant operations, within the scope of the person's job and authority.

The unit applies to those who treat timber in a forest products factory setting such as a production or treatment plant supervisor.

Copper Chrome Arsenate (CCA) chemical is a restricted chemical product, which means that CCA can only be supplied and handled by suitably trained and authorised persons.

The Australian Pesticides and Veterinary Medicines Authority (APVMA) advised that as of 1 July 2012, CCA products can only be supplied to, and used by, suitably trained persons authorised under a relevant state or territory law from that date.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction.

In Victoria, to comply with licence/permit requirements, organisations must ensure that employees working with CCA demonstrate competence in this unit (FWPSAW3201 Treat timber), or that persons working with CCA do so under the direct supervision (sight and sound) of a trained and authorised person.

For regulatory information and details in other states and territories refer to the state or territory licensing body.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

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Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Plan treatment plant procedures	1.1 Identify site-based workplace procedures relevant to treatment of timber. 1.2 Assess timber condition and characteristics and record moisture content. 1.3 Apply timber treatment schedules in line with site procedures and environmental requirements. 1.4 Plan and apply water management procedures. 1.5 Plan and prescribe waste minimisation and control measures. 1.6 Establish and maintain communication with others in line with organisational and workplace health and safety (WHS) requirements.
2. Monitor treatment plant performance	2.1 Check and interpret charge sheets to ensure accuracy. 2.2 Check and interpret reconciliation statements to ensure accuracy. 2.3 Check and analyse process trends for optimum performance. 2.4 Monitor treatment operations and output to record possible process improvements and to ensure maximum cost effectiveness. 2.5 Control non-conforming treated timber in line with site procedures and environmental requirements. 2.6 Investigate, record and report treatment operations, major problems and equipment faults in line with site requirements.
3. Modify operations and assess technical developments	3.1 Initiate approved modifications to schedules to ensure optimum performance. 3.2 Document and communicate treatment improvement modifications in line with site procedures. 3.3 Diagnose developments in treatment processes and related technology for possible implementation. 3.4 Analyse and assess technical developments for potential incorporation into existing plant operations and procedures. 3.5 Authorise, trial, document and introduce proposed developments into site operations. 3.6 Dispose of timber from unsuccessful trials in line with site procedures and environmental requirements.

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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:	• identify and follow safe timber treatment procedures from organisational and manufacturer requirements (written and verbal) • efficiently and effectively plan and monitor timber treatment plant operations.
Numeracy skills to:	• produce treatment schedules • interpret charge sheets, reconciliation statements and process trends • assess moisture content of timber.
Oral communication skills to:	• report major problems and equipment faults.
Reading skills to:	• analyse work orders to determine job requirements.
Writing skills to:	• record and report workplace information • maintain documentation accurately.

Range of Conditions

Not Applicable

Unit Mapping Information

FPISAW4201B Plan and monitor timber treatment plant operations,

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW4201 Plan and monitor timber treatment plant operations

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW4201B Plan and monitor timber treatment plant operations, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to planning and monitoring timber treatment plant operations
- assess, schedule and apply treatment plant procedures for timber samples
- monitor treatment plant performance and modify operations as required
- analyse and assess technical developments for incorporation into existing operations and procedures
- map processing conditions to establish trends and use this information for modifications
- modify timber treatment plant operations for the enterprise
- follow planning, communications and scheduling for timber treatment plant operations
- complete workplace documentation required for timber treatment plant operations including charge sheets to complete records of:
  - treatment plant charge
  - amount of power and energy developed and used, and
- reconciliation statements:
  - statements reflecting chemical usage and cost
  - treatment times for cycles
  - breakdown losses
  - energy costs
  - modification expenses.

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Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- organisational and site standards, requirements, policies and procedures for planning and monitoring timber treatment plant operations
- Australian Standards for Timber Treatment
- environmental protection requirements, including the safe disposal of waste material, the safe use and storage of chemicals and minimising carbon emissions
- typical work flow processes and techniques for chemically treating timber:
  - full cell
  - modified cell
  - empty cell
  - double vacuum
  - immersion
  - rueping
  - dip diffusion
  - vat and sprays
- moisture content of timber for treatment
- effective and efficient use of energy
- effective and efficient use of materials
- timber treatment plant operation procedures
- water management methodologies
- waste minimisation control measures
- treatment plant modification strategies
- technical development diagnosis and solution methodologies
- types of tools and equipment and procedures for their safe use, operation and maintenance
- procedures for recording and reporting workplace information.

Assessment Conditions

The following resources must be made available:

- personal protective equipment suitable for chemically treating timber
- manufacturers ‘safety data sheets, or equivalent plain English information, for chemicals and preservative solutions
- work order with specific instructions for chemical treatment of timber
- template documents for recording chemical stock levels, processes and equipment faults
- relevant personnel for the purposes of communicating information
- organisational procedures for chemically treating timber
- a suitably licensed person to monitor and supervise handling of CCA during assessment.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

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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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW4202 Plan and monitor saw log operations

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW4202B Plan and monitor saw log operations, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to plan flitch, cant sizes and cutting patterns and schedules, produce work orders for sawyers and to manage operational logistics for log sawing activities. Work is completed in a forest and wood products factory and also involves monitoring and evaluating processes to determine improvements.

The unit applies to Sawyer, Saw Operator, Sawmill supervisor.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Plan saw log operations	1.1 Assess individual logs for types of flitches and cants that can be cut and determine optimal cutting pattern. 1.2 Plan and document cutting patterns to maximise output and minimise wastage. 1.3 Develop timber cutting schedules and work orders and brief

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	sawyers in line with organisational procedures. 1.4 Identify variations in timber characteristics and report to sawyers.
2. Coordinate saw log operations	2.1 Assist sawyers to evaluate logs and sawing problems. 2.2 Monitor timber cutting processes; assess for quality of cutting pattern, suitability to log condition and ability to maintain schedule. 2.3 Modify cutting patterns and schedule to ensure optimum performance and communicate to sawyers. 2.4 Ensure processed logs are directed to designated area for storage or further processing. 2.5 Complete and maintain operating logs and cutting records in line with organisational procedures. 2.6 Investigate, record and report major processing and equipment faults and resolve or report to appropriate personnel.
3. Evaluate saw log performance	3.1 Monitor and evaluate saw log operations and output to determine process improvements. 3.2 Document process improvements and communicate to appropriate personnel in line with organisational procedures.

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:	• complete routine calculations to measure log diameters • complete complex calculations to determine: • potential volume return from logs • cutting schedules considering human and equipment resource capacity.
Oral communication skills to:	• provide clear and unambiguous information to sawyers about initial and changing cutting patterns and schedules.
Reading skills to:	• interpret basic operational cutting and processing logs completed by sawyers.

Writing skills to:	• develop comprehensive documents in a style and format easily understood by others:
	  • cutting patterns and schedules
	  • work orders
	  • reports on process improvements
	• complete accurate basic records of cutting output and equipment

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	faults.
Planning and organising skills to:	• source, collect and organise data to inform cutting schedules and process improvement reports • efficiently and logically manage operational logistics for log sawing activities.
Problem-solving skills to:	• assess timber cutting processes during operation and take quick action to modify cutting patterns and schedules to resolve output problems • investigate major equipment faults, consider systematic issues and resolve • analyse production problems, consider various solutions and determine process improvements.
Teamwork skills to:	• take responsibility for coordinating a team of sawyers for effective saw log operations.
Technology skills to:	• assess logs, determine cutting patterns and schedules to maximise production outcomes and monitor effective saw log operations • use a computer, keyboard and software to prepare cutting schedules, work orders and reports.

Range of Conditions

Not Applicable

Unit Mapping Information

FPISAW4202B Plan and monitor saw log operations

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW4202 Plan and monitor saw log operations

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW4202B Plan and monitor saw log operations, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to planning and monitoring saw log operations
- planning and monitoring of saw log operations for the enterprise
- modify cutting patters and schedules or saw log operations
- coordinate personnel to follow planning, communications and scheduling for saw log operations

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- purpose, features and operation of equipment used for assessing logs
- capacity of log sawing equipment and systems
- methods used to assess logs for:
  - diameter
  - curvature
  - faults
  - species
  - moisture content
  - volume and type of flitches and cants that can be cut

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- stages of the log sawing process
- typical flow of log supply in and out of the sawing area
- cutting patterns used on logs to achieve maximum output of flitches or cants
- methods of determining cutting schedules to maximise efficient handling of logs to be sawn
- methods used to assess timber cutting processes for quality of outcomes and scheduling
- format, content and use of:
  - cutting pattern documents
  - cutting schedules
  - work orders
  - operating logs and cutting records
  - process improvement reports
- organisational procedures specific to planning and monitoring saw log operations:
- communication reporting lines for sawyer team members and self
- documenting cutting patterns, schedules, work orders and reports
- recording and reporting systematic equipment faults.

Assessment Conditions

The following resources must be made available:

- log measuring equipment
- moisture probes
- computers, keyboards, printers and software used to prepare planning and production documents
- personal protective equipment suitable for assessing logs
- a diverse, comprehensive and commercial range of logs
- template:
  - cutting pattern documents
  - cutting schedules
  - work orders
  - operating logs and cutting records
  - process improvement reports
  - record for equipment faults
- organisational procedures for planning and monitoring saw log operations
- relevant personnel for the purposes of communicating information
- a team of sawyers with whom the individual can interact.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting. Sawing operations must be present in order that the individual can monitor, assess and modify cutting patterns and schedules in response to changing circumstances.

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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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW4203 Coordinate timber drying operations

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW4203B Coordinate timber drying operations, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to plan and coordinate timber drying procedures. It includes managing the kiln and the schedules for drying timber.

The unit applies to operators who dry timber in a forest and wood products factory setting.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Timber Manufactured Products

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Plan drying procedures	1.1 Assess, measure and record moisture content and variations in timber. 1.2 Plan process cycles and develop timber drying schedule. 1.3 Review organisational policies and procedures for drying procedures and kiln management.

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2. Control drying operations	2.1 Implement standard operating procedures for the kiln. 2.2 Oversee loading of timber according to quantities scheduled for drying. 2.3 Check and analyse process trends. 2.4 Implement modifications for optimum performance in the drying process. 2.5 Check and control seasoning chambers throughout the drying process. 2.6 Oversee transfer and storage of dried timber.
3. Complete documentation	3.1 Complete operating logs and seasoning records. 3.2 Identify areas for improvement. 3.3 Record and report major problems and equipment faults.

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:	• manage temperatures and drying times. • coordinate the quantity of timber.
Writing skills to:	• complete records and reports.
Planning and organising skills to:	• plan and organise production schedules.

Range of Conditions

Not Applicable

Unit Mapping Information

FPISAW4203B Coordinate timber drying operations

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW4203 Coordinate timber drying operations

Modification History

Release	Comment
1	Replaces equivalent unit FPISAW4203B Coordinate timber drying operations, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- assess, schedule and coordinate drying procedures for the enterprise
- monitor drying operations and output, and make necessary modifications
- coordinate timber drying operations for efficiency and safety
- resolve problems so that production schedules are met
- coordinate personnel to follow schedules for timber drying operations throughout all stages of the process.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- kilns and their features which must include:
  - low temperature kilns
  - conventional
  - high temperature kilns and vacuum dryers
- timber characteristics, timber moisture content and how to avoid cracking and deforming of timber in the drying process
- charge sheets
- the safe disposal of waste material
- organisational and site policies and procedures for timber drying operations

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- mechanisms to ensure the efficient and effective use of energy
- timber drying operation procedures
- process cycles and modifications
- Procedures for recording and reporting workplace information.

Assessment Conditions

The following resources must be made available:

- kiln or vacuum dryer
- timber for drying
- relevant personnel for the purposes of communicating information
- documents, spreadsheets and commonly used proforma documents
- personal protective equipment required for co-ordinating timber drying operations.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPSAW4205 Plan and monitor timber conversion

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 4.0.

Application

This unit of competency describes the skills and knowledge required to plan the production of timber from flitches and cants in a timber processing facility. Work involves responsibilities in planning cutting patterns and schedules, coordinating sawing processes and monitoring equipment and output for improvement.

The unit applies to individuals who work as supervisors and production supervisors in timber processing facilities. They generally demonstrate autonomy, judgement and limited responsibility in known or changing contexts and within established parameters.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety regulations, legislation and standards that apply to the workplace.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan timber production from flitches and cants	1.1 Review workplace health and safety requirements, environmental protection practices and emergency procedures according to

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	operational requirements 1.2 Identify and control hazards and use personal protective equipment according to workplace requirements and health and safety legislation to maintain safe work practices 1.3 Assess flitches and cants for types of timber that can be cut and determine the optimal cutting pattern 1.4 Plan and document cutting patterns to maximise output and minimise wastage 1.5 Develop timber cutting schedules and work orders and brief sawing operators according to workplace procedures 1.6 Identify variations in timber characteristics and report to sawing operators
2. Coordinate sawing operations for timber production	2.1 Assist sawing operators to evaluate flitches and cants and sawing problems 2.2 Monitor and assess timber cutting processes for the quality of cutting pattern, suitability to flitch or cant condition and ability to maintain production schedule 2.3 Modify cutting patterns and production schedule as required to ensure optimum performance, and communicate to sawing operators 2.4 Assist sawing operators to reject sub-standard flitches and cants and ensure they are disposed of according to environmental protection practices 2.5 Ensure processed timber is directed to a designated area for storage or further processing 2.6 Complete and maintain records of cutting output according to workplace procedures 2.7 Investigate, record and report major processing and equipment faults and resolve or report to appropriate personnel
3. Evaluate and determine process improvement	3.1 Monitor and evaluate timber conversion operations and output to determine process improvements 3.2 Document process improvements and communicate to appropriate personnel according to workplace procedures

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description

Numeracy	• Complete routine calculations to measure flitches and cants
	• Complete complex calculations to determine:
	  • potential volume return from flitches and cants
	  • cutting schedules considering human and equipment resource capacity

Navigate the world of work	• Understand main tasks, responsibilities and boundaries of own role • Take responsibility for coordinating a team of sawing operators for effective timber production operations
Interact with others	• Use modes of communication suitable for the purpose to facilitate process improvements
Get the work done	• Use a computer, keyboard and software to prepare cutting schedules, work orders and reports

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPSAW4205 Plan and monitor timber conversion	FWPSAW4204 Plan and monitor board conversion	Updated industry terminology, workplace health and safety requirements and foundation skills; clarified intent of the unit and assessment requirements; changed unit title and code for compliance and consistency with the updates.	Equivalent unit

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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPSAW4205 Plan and monitor timber conversion

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 4.0.

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit. There must be evidence that, on at least one occasion, the individual has:

- followed workplace health and safety requirements and environmental procedures for planning and monitoring timber production from flitches and cants
- planned and monitored timber production from flitches and cants
- modified cutting patterns and schedules for timber sawing operations
- coordinated personnel to follow planning, communications and scheduling of timber sawing operations for timber production.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- health and safety hazards or risks related to sawing operations for timber production as identified through risk assessments, manufacturer technical information, regulations and industry health and safety guides
- workplace procedures specific to planning and monitoring sawing operations for timber production:
  - health and safety, including the use of personal protective equipment (PPE)
  - communication reporting lines for sawyer team members and self
  - documenting cutting patterns, schedules, work orders and reports
  - recording and reporting systematic equipment faults
- environmental protection practices for disposing of, recycling and reusing timber
- purpose, features and operation of equipment used for assessing flitches and cants
- capacity of timber sawing equipment and systems
- methods used to assess flitches and cants for size, volume and type of timber that can be cut

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- methods used to assess timber for the sawn finish and dimensional consistency
- stages of the sawing process for timber production
- typical flow of flitch and cant supply in and out of the timber sawing area
- cutting patterns used on flitches and cants to achieve maximum output of timber
- methods of determining cutting schedules to maximise efficient handling of flitches and cants to be sawn
- methods used to assess timber cutting processes for the quality of outcomes and scheduling
- format, content and use of:
  - cutting pattern documents
  - cutting schedules
  - work orders
  - cutting records
  - process improvement reports.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - flitch and cant measuring equipment
  - computers, keyboards, printers and software used to prepare planning and production documents
  - PPE suitable for assessing flitches and cants
  - a diverse, comprehensive and commercial range of flitches and cants
- specifications:
  - cutting pattern documents
  - cutting schedules
  - work orders
  - cutting records
  - process improvement reports
  - record for equipment faults
  - workplace procedures for planning and monitoring timber production from flitches and cants, including health and safety and emergency procedures and environmental protection procedures
- relationships:
  - relevant personnel for the purposes of communicating information.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPTMM2201 Cut material to length and angles

Modification History

Release	Comment
1	Replaces equivalent unit FPITMM2201B Cut material to length and angles, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to prepare and cut material to length, angle with a power driven saw and complete non-specialist saw maintenance. Work is completed in a forest and wood products factory setting.

The unit applies to Customer Service Officer, Machine Operator, Timber Products Worker, Manufacturing Assistant.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Timber Merchandising

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for cutting	1.1 Review work order and where required check with appropriate personnel. 1.2 Obtain type and quantity of material to be cut from storage location.

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	1.3 Select appropriate equipment and check for operational effectiveness in line with manufacturer's recommendations. 1.4 Interpret cutting list in line with work order and organisational procedures. 1.5 Plan material cutting patterns and saw set-up sequences in line with work order.
2. Cut material to length and angle	2.1 Mark up material and set stops set in preparation for cutting. 2.2 Use equipment and machinery in line with organisational procedures, manufacturer's instructions and environmental protection practices. 2.3 Follow cutting sequence and patterns to produce required quantity. 2.4 Check cuts for length and angle within a set tolerance. 2.5 Dispose of incorrect cuts, off-cuts and material with defects in line with environmental protection practices. 2.6 Stack material safely in designated location in line with work order requirements. 2.7 Report processing and equipment faults to appropriate personnel.
3. Complete operator maintenance	3.1 Follow organisational safety procedures to lock-out equipment. 3.2 Check saw blades for bluntness or damage. 3.3 Remove and replace saw blades in line with manufacturer's recommendations. 3.4 Dispose of used blades in line with organisational procedures and environmental protection practices. 3.5 Keep saw area clear of dust, off-cuts and debris in line with organisational safety procedures.

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:	• identify quantities of required material within work plans and count raw materials • complete basic calculations of required length and angle to determine saw set up.
Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders • make accurate verbal reports on processing and equipment

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	faults.

Reading skills to:	• interpret:
	  • WHS and other organisational procedures
	  • work orders
	  • manufacturers' instructions and maintenance recommendations.

Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.
Problem-solving skills to:	• recognise faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select, use and maintain appropriate machinery, tools and personal protective equipment used for cutting activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPITMM2201B Cut material to length and angles

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPTMM2201 Cut material to length and angles

Modification History

Release	Comment
	Replaces equivalent FPITMM2201B Cut material to length and angles, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to cutting material to length and angle
- effectively communicate and follow safe work practices
- cut material to length and angle in line with a work order and within prescribed organisational tolerances
- conduct maintenance on a docking saw
- stack batches of cut material in line with organisational requirements and OHS regulations.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- storage layout and categories for:
  - raw materials
  - stacking finished materials
- characteristics of timber and timber defects:
- cutting patterns and sequences for single and compound angles
- industry standard cross-sections and lengths

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- types of cutting tools and equipment; their purpose, features, operation and basic non-specialist repair and maintenance:
  - measuring equipment
  - manually controlled docking and trimming saws
  - bench saws
  - radial arm saws
  - saws with adjustable angle
  - saws with automatic feed
  - saws with one blade
  - table saws
- methods for assessing saw blade condition
- organisational policies and procedures specific to cutting activities:
  - workplace health and safety with particular emphasis on equipment lock out
  - use and maintenance of equipment
  - communication reporting lines
  - recording and reporting cutting process and equipment faults
- environmental protection practices for forest products factory settings:
  - reducing water and energy use
  - cleaning of plant, tools and equipment
  - disposing of, recycling and reusing timber and other waste

Assessment Conditions

The following resources must be made available:

- cutting tools and equipment:
  - measuring equipment
  - manually controlled docking and trimming saws
  - bench saws
  - radial arm saws
  - saws with adjustable angle
  - saws with automatic feed
  - saws with one blade
  - table saws
- maintenance tools and equipment for saws
- consumable components; saw blades
- personal protective equipment suitable for cutting activities
- a diverse, comprehensive and commercial product range of timber
- manufacturers' instructions for use and maintenance of equipment
- work order for cutting activities with specific instructions for the cutting and storage of timber and timber products
- relevant personnel for the purposes of communicating information

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- template reports for recording processing and equipment faults
- organisational policies and procedures for cutting 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.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPTMM2202 Machine material

Modification History

Release	Comment
1	Replaces equivalent unit FPITMM2202B Machine material, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to operate basic static machines used for sawing, planing, sanding and drilling and complete non-specialist maintenance. Work is completed in a forest and wood products factory setting.

The unit applies to job roles including saw operator, timber manufacturing worker, timber products worker, customer service/sales assistant (timber merchandising), woodmachinist.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Timber Merchandising

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for machining	1.1 Review work order and check with appropriate personnel. 1.2 Obtain type and quantity of material to be machined from storage location. 1.3 Select appropriate equipment and check for operational

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	effectiveness in line with manufacturer's recommendations. 1.4 Plan material machining process in line with work order.
2. Set up machines	2.1 Check safety equipment, including emergency stops, gauges, guards and controls. 2.2 Complete machine settings and adjustments in line with job requirements and manufacturer's instructions. 2.3 Complete trial runs to check machine operation, accuracy and quality of finished work. 2.4 Accept or reject trialled material and dispose of in line with environmental protection practices. 2.5 Adjust machine setting as necessary.
3. Operate machines	3.1 Complete equipment pre start-up checks in line with organisational procedures. 3.2 Operate machine in line with manufacturer's instructions, safe operating procedures and environmental protection practices. 3.3 Monitor machine operation to ensure product quality and output. 3.4 Repair sub-quality items to minimise waste and recycle or discard others in line with environmental protection practices. 3.5 Stack material safely in designated location in line with work order requirements.
4. Complete operator maintenance	4.1 Follow organisational safety procedures to lock-out equipment. 4.2 Remove and replace fixed cutter heads in line with organisational procedures. 4.3 Joint straight cutters in line with organisational procedures. 4.4 Record and report machining outcomes, equipment faults and maintenance requirements 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.	
Numeracy skills to:	• identify quantities of required material within work plans and count raw materials.
Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders • make accurate verbal reports on processing and equipment

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	faults.

Reading skills to:	• interpret:
	  • WHS and other organisational procedures
	  • work orders
	  • manufacturers' instructions and maintenance recommendations.

Writing skills to:	• complete accurate basic reports on machining outcomes, equipment faults and maintenance requirements.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.
Problem-solving skills to:	• identify sub-quality materials through trial and inspection; make machine adjustments, repair or discard • recognise faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select, use and maintain appropriate machinery, tools and personal protective equipment used for machining activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPITMM2202B Machine material

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPTMM2202 Machine material

Modification History

Release	Comment
1	Replaces equivalent unit FPITMM2202B Machine material, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- perform sawing, planing, drilling and sanding operations on timbers and boards from the following list, each in line with an individual work order:
  - native timber species
  - imported timber species
  - dressed timber
  - in-the-rough timber
  - stress and non-stress graded timber
  - preservative treated timber
  - medium density fibreboard
  - laminated veneer
  - chipboard
  - fibreboard and other manufactured board products
  - coated and/or treated timber products
  - beams or laminated beams
- complete operator maintenance on at least one occasion for each of these types of equipment:
  - sawing equipment
  - planing equipment
  - drilling equipment

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- sanding equipment

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- environmental protection practices for forest products factory settings:
  - reducing water and energy use
  - cleaning of plant, tools and equipment
  - disposing of, recycling and reusing timber and other waste
- storage layout and categories for:
  - raw materials
  - stacking finished materials
- machining characteristics of timber and timber defects
- cutting patterns and sequences
- industry standard cross-sections and lengths
- types of machining tools and equipment; their purpose, features, operation and basic non-specialist repair and maintenance:
  - measuring equipment
  - docking saws
  - bench saws
  - panel saws
  - bandsaws
  - panel planers
  - surface planers
  - drill presses
  - boring machines
  - edge sanders
  - profile sanders
  - panel sanders
  - stroke sanders
- methods for assessing saw blade, knife, drill and sanding belt condition
- organisational procedures specific to machining activities:
  - workplace health and safety with particular emphasis on equipment lock out
  - use and maintenance of equipment
  - communication reporting lines
  - recording and reporting cutting process and equipment faults.

Assessment Conditions

The following resources must be made available:

- machining tools and equipment:

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  - measuring equipment
  - docking saws
  - bench saws
  - panel saws
  - bandsaws
  - panel planers
  - surface planers
  - drill presses
  - boring machines
  - edge sanders
  - profile sanders
  - panel sanders
  - stroke sanders
- maintenance tools and equipment
- consumable components for replacement during operator maintenance
- personal protective equipment suitable for machining activities
- commercially available timbers and boards
- manufacturers' instructions for use and maintenance of equipment
- work order for machining activities with specific instructions for the machining and storage of timber and timber products
- relevant personnel for the purposes of communicating information
- template reports for recording processing and equipment faults
- organisational procedures for machining activities.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Assessor requirements

- 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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPTMM2203 Read and interpret timber truss, floor and/or frame fabrication plans

Modification History

Release	Comment
1	Replaces equivalent unit FPITMM2203A Read and interpret timber truss, floor and/or frame fabrication plans, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to read and interpret truss, floor and frame fabrication plans showing construction details and component specifications. Work is completed in a forest and wood products factory setting.

The unit applies to Timber Manufactured Products Technician, Timber Fabricator, Machine Operator.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Timber Merchandising

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*

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1. Review and clarify fabrication plans	1.1 Review and clarify fabrication plans and work order where required with appropriate personnel. 1.2 Interpret drawing views and notes and identify design requirements and restrictions. 1.3 Obtain additional information and data from appropriate personnel and sources.
2. Interpret fabrication plans	2.1 Interpret plan, work requirements and sequencing for application to assembly work. 2.2 Confirm layouts, spacing and sizing of individual structural members. 2.3 Allow for quantities of bracing and ancillaries for trusses or frames. 2.4 Interpret timber and hardware component details. 2.5 Identify, locate and label bracing points. 2.6 Establish a need for camber.
3. Confirm work order and fabrication plan	3.1 Follow workplace health and safety procedures throughout production activities. 3.2 Select and prepare set-up jigs required for construction. 3.3 Identify truss, floor or frame types and select timber type and species in line with plan. 3.4 Locate and select assembly hardware in line with fabrication plans and standards. 3.5 Visually assess characteristics and design details of material against plan. 3.6 Reject and dispose of sub-standard materials in line with environmental protection practices. 3.7 Discuss common site problems and suggest solutions for better meeting design requirements.
4. Confirm products to fabrication plan	4.1 Set components to include camber adjustments, overhang and other design requirements. 4.2 Position and install hardware on joints in line with plan specifications. 4.3 Correct assembly faults in line with site procedures. 4.4 Assess finished product for quality against assembly drawing and label in line with work order. 4.5 Record and report assessment outcomes to appropriate personnel.

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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:	• interpret production data from fabrication plans to:
	  • complete calculations of sizes and spacing of individual structural members
	  • count quantities of timber and hardware components and select appropriate sizes
	  • accurately measure lengths, camber, overhang and cutting angles.

Oral communication skills to:	• ask questions and actively listen to clarify contents of fabrication plans and work orders.

Reading skills to:	• interpret:
	  • WHS and other organisational procedures
	  • fabrication plans and work orders.

Writing skills to:	• produce basic clear labels for product identification • complete accurate basic reports assessing finished product for quality and compliance with fabrication plans.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.
Problem-solving skills to:	• identify and reject sub-standard materials • identify assembly faults and resolve by making adjustments.
Technology skills to:	• select and use appropriate machinery, tools and personal protective equipment used for production activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPITMM2203A Read and interpret timber truss, floor and/or frame fabrication plans

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPTMM2203 Read and interpret timber truss, floor and/or frame fabrication plans

Modification History

Release	Comment
1	Replaces equivalent FPITMM2203A Read and interpret timber truss, floor and/or frame fabrication plans, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to reading and interpreting timber truss, floor and/or frame plans
- develop a logical construction sequence for products from the fabrication plans.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- environmental protection practices for forest products factory settings:
  - reducing water and energy use
  - disposing of, recycling and reusing timber and other waste
- characteristics of timber and timber defects
- key features of timber trusses, floors and frames and their components
- abbreviations, symbols and industry terminology used in fabrication plans
- units of measurement and component tolerances in use at the work site
- industry standard cross sections and lengths
- types of timber truss, floor and frame assembly tools and equipment; their purpose, features, and operation:
  - measuring equipment

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  - electric circular saws
  - docking saws
  - drills
  - assembly jigs
  - assembly table
  - nail plate presses
  - staple guns
  - nail guns
  - compressor or compressed air supply
  - marking equipment
- organisational policies and procedures specific to assembling timber trusses, floors and frames:
- workplace health and safety specific to assembling timber trusses, floors and frames and use of equipment
- communication reporting lines
- recording and reporting assessment of quality of finished product.

Assessment Conditions

The following resources must be made available:

- timber truss, floor and frame assembly tools and equipment:
  - measuring equipment
  - electric circular saws
  - docking saws
  - drills
  - assembly jigs
  - assembly table
  - nail plate presses
  - staple guns
  - nail guns
  - compressor or compressed air supply
  - marking equipment
- assembly hardware:
  - nailing plates
  - floor truss plates
  - bracing
  - supplementary fittings and fixings
  - nail gun nails and staples
- personal protective equipment suitable for assembling timber trusses, floors and frames
- pre-cut sections of timber

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- work order and fabrication plan with specifications for assembling timber trusses, floors and frames
- template reports for recording assessment of quality of finished product
- relevant personnel for the purposes of communicating information
- organisational policies and procedures for assembling timber trusses, floors and frames

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPTMM3201 Convert timber

Modification History

Release	Comment
1	Replaces equivalent unit FPITMM3201B Convert timber, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to prepare and re-saw material to width and on the thickness with a power driven saw to optimise timber conversion and usability. Work includes non-specialist saw maintenance and is completed in a forest and wood products factory setting.

The unit applies to Sawyer, Saw Operator, Machine Operator, Timber Products Technician.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Timber Merchandising

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*

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1. Prepare for conversion	1.1 Review work order and where required check with appropriate personnel. 1.2 Obtain type and quantity of material to be converted from storage location. 1.3 Select appropriate equipment and check for operational effectiveness in line with manufacturer's recommendations. 1.4 Plan timber conversion and saw set-up in line with work plan.
2. Produce boards	2.1 Set and regularly check saw, carriage and feed and adjust to suit conversion plan, ordered sizes and tolerances. 2.2 Use equipment and machinery in line with organisational procedures, manufacturer's instructions and environmental protection practices. 2.3 Monitor timber supply to ensure constant supply to saw. 2.4 Maintain feed rate and operate saw bench to produce boards without damage to boards or saw blade. 2.5 Dispose of incorrect cuts, off-cuts and material with defects in line with environmental protection practices. 2.6 Stack material safely in designated location in line with work order requirements. 2.7 Report processing and equipment faults to appropriate personnel.
3. Complete operator maintenance	3.1 Follow organisational safety procedures to lock-out equipment. 3.2 Check saw blades for bluntness or damage. 3.3 Remove and replace saw blades in line with manufacturer's recommendations. 3.4 Dispose of used blades in line with organisational procedures and environmental protection practices. 3.5 Keep saw area clear of dust, off-cuts and debris in line with WHS and site requirements.

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:	• identify quantities of required material within work plans and count raw materials • interpret order sizes and set up the saw to achieve correct depth, width and thickness of cut

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	• calculate the feed rate to optimise quality and quantity of production output.
Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders • make accurate verbal reports on processing and equipment faults.

Reading skills to:	• interpret:
	  • WHS and other organisational procedures
	  • work orders
	  • manufacturers' instructions and maintenance recommendations.

Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.
Problem-solving skills to:	• recognise faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select, use and maintain appropriate machinery, tools and personal protective equipment used for conversion activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPITMM3201B Convert timber

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPTMM3201 Convert timber

Modification History

Release	Comment
1	Replaces equivalent unit FPITMM3201B Convert timber, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and practices relevant to converting timber of at least one of the following materials:
  - native timber species
  - imported timber species
  - dressed timber
  - in-the-rough timber
  - green timber
  - stress and non-stress graded timber
  - preservative treated timber
  - coated and/or treated timber products
  - beams or laminated beams
- cut material to width and thickness in line with work order and within prescribed organisational tolerances
- conduct operator maintenance on an automatic feed controlled rip saw
- stack batches of cut material in line with organizational requirements and OHS regulations

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

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- timber conversion processes including:
  - re-sawing in-the-rough boards to optimize single boards through cutting away waste edges
  - cutting boards into two or more boards thereby maximizing the amount of product in line with the work order
  - saw set up including setting depth, width and thickness of cut measured from the fence in line with product order and allowing for kerf (width of saw cut)
- storage layout and categories for:
  - raw materials
  - stacking finished materials, including
    - preparing for transport
    - categorizing in common size, length, width and thickness
    - marking lots in line with work order and site requirements
    - locating so as not to block access or passage
- characteristics of timber and timber defects including:
  - warp
  - wane
  - cupping
  - shakes
  - insect defects
  - knots
  - resin pockets
- cutting patterns and sequences
- tolerances
- saw feed rates
- industry standard cross-sections and lengths
- types of conversion tools and equipment; their purpose, features, operation and basic non-specialist repair and maintenance:
  - measuring equipment
  - automatic feed controlled ripping saws
  - saws with adjustable thickness (sloping table)
  - saws with one blade
  - rip saws
  - table saws
  - bench saws
- methods for assessing saw blade condition
- environmental protection practices for forest products factory settings:
  - reducing water and energy use
  - cleaning of plant, tools and equipment
  - disposing of, recycling and reusing timber and other waste
- organisational procedures specific to conversion activities:

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- workplace health and safety with particular emphasis on equipment lock out
- use and maintenance of equipment
- communication reporting lines
- recording and reporting cutting process and equipment faults.

Assessment Conditions

The following resources must be made available:

- one or more of the following items of conversion equipment:
  - automatic feed controlled ripping saws
  - saws with adjustable thickness (sloping table)
  - saws with one blade
  - rip saws
  - table saws
  - bench saws
- measuring equipment
- maintenance tools and equipment for saws
- consumable components; saw blades
- a diverse, comprehensive and commercial product range of timber
- personal protective equipment suitable for conversion activities
- manufacturers' instructions for use and maintenance of equipment
- work order for conversion activities with specific instructions for the cutting and storage of timber and timber products
- template reports for recording processing and equipment faults
- relevant personnel for the purposes of communicating information
- organisational procedures for conversion 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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FWPTMM3202 Manufacture using joinery machines

Modification History

Release	Comment
1	Replaces equivalent unit FPITMM3202B Manufacture using joinery machines, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to prepare, cut and drill machined joints in timber using mortise and tenon machines, borers and routers. Work includes non-specialist equipment maintenance and is completed in a forest and wood products factory setting.

The unit applies to Machine Operator, Timber Manufactured Products Technician, Engineered Timber Products Technician.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Timber Merchandising

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*

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1. Prepare for profiling	1.1 Review work order and where required check with appropriate personnel. 1.2 Obtain type and quantity of material to be machined from storage location. 1.3 Select appropriate equipment and check for operational effectiveness in line with manufacturer's recommendations. 1.4 Identify process and material to be manufactured; select cutting blades or drills.
2. Set up profiling equipment	2.1 Complete equipment pre start-up checks in line with organisational procedures. 2.2 Select machine guides and attach to machinery. 2.3 Install cutting blades or drills into selected machinery. 2.4 Set depth and width of cut or hole in line with required process and to minimise waste. 2.5 Position material stack in close proximity to maximise ease of machine feeding. 2.6 Test equipment set-up for depth and width through trial run on timber and adjust as required.
3. Cut material to profile	3.1 Feed material into machine at feed rate prescribed by organisational requirements. 3.2 Use equipment and machinery in line with organisational procedures, manufacturer's instructions and environmental protection practices. 3.3 Follow, maintain and adjust manufacturing sequence to produce required quantity and maximise feed rate. 3.4 Check manufacturing process regularly and adjust to maintain desired depth and width. 3.5 Reject material with defects and dispose of in line with environmental protection practices. 3.6 Stack material safely in designated location in line with work order requirements. 3.7 Report equipment faults to appropriate personnel. 3.8 Complete and maintain accurate records and reports of machining outcomes in line with organisational procedures.

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4. Complete operator maintenance	4.1 Follow organisational safety procedures to lock-out equipment. 4.2 Check cutting blades and drills for bluntness or damage. 4.3 Remove and replace cutting blades and drills in line with manufacturer's recommendations. 4.4 Dispose of used blades and drills in line with organisational procedures and environmental protection practices. 4.5 Keep machine area clear of dust and debris in line with WHS and site requirements.

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:	• identify quantities of required material within work plans and count raw materials • interpret order sizes and set up machinery to achieve correct depth and width of cut or hole • calculate the feed rate to optimise quality and quantity of production output.
Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders • make accurate verbal reports on equipment faults.

Reading skills to:	• interpret detailed familiar and unfamiliar:
	  • WHS and other organisational procedures
	  • work orders
	  • manufacturers' instructions and maintenance recommendations.

Writing skills to:	• complete accurate basic reports on machining outcomes.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.
Problem-solving skills to:	• identify incorrect depths and widths through trial and make machine adjustments • identify and dispose of defected materials • recognise faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select, use and maintain appropriate machinery, tools and personal protective equipment used for machining activities.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPITMM3202B Manufacture using joinery machines

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPTMM3202 Manufacture using joinery machines

Modification History

Release	Comment
1	Replaces equivalent unit FPITMM3202B Manufacture using joinery machines, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to manufacturing material using joinery machines
- cut and drill machined joints in line with the work order and within prescribed organizational specifications, including these processes:
  - drilling
  - boring
  - mortising
  - tenoning
  - trenching
  - grooving
  - rebating
  - beveling
  - routing
- stack batches of cut material in line with organizational requirements
- conduct operator maintenance on joinery machine equipment

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Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- features and uses of these types of machined joints:
  - grooves
  - rebates
  - bevels
  - trenches
  - mortises
  - tenons
  - holes
- cutting and drilling techniques and processes including feed rates and finish
- types of cutting and drilling tools and equipment; their purpose, features, operation and basic non-specialist repair and maintenance:
  - measuring equipment
  - saws
  - routing machines
  - single or double end tenoners
  - mortisers
  - borers
  - multi-borers
  - drill presses
  - mortising chisels
  - tenoning saws or chains
- environmental protection practices for forest products factory settings:
  - reducing water and energy use
  - cleaning of plant, tools and equipment
  - disposing of, recycling and reusing timber and other waste
- organisational procedures specific to production activities using joinery machines:
  - workplace health and safety with particular emphasis on equipment lock out
  - use and maintenance of equipment
  - communication reporting lines
  - recording and reporting cutting process and equipment faults.

Assessment Conditions

The following resources must be made available:

- cutting and drilling tools and equipment:
  - measuring equipment
  - saws

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  - routing machines
  - single or double end tenoners
  - mortisers
  - borers
  - multi-borers
  - drill presses
- cutting blades and drills:
  - square and angular router cutting bits
  - drills in varying sizes
  - mortising chisels
  - tenoning saws and chains
  - trenching heads
- maintenance tools and equipment for cutting and drilling tools
- consumable components; cutting blades and drills
- personal protective equipment suitable for cutting and drilling activities
- a diverse, comprehensive and commercial product range of timber
- manufacturers' instructions for use and maintenance of equipment
- work order for production activities with specific instructions for the cutting, drilling and storage of timber and timber products
- template reports for recording processing and equipment faults
- relevant personnel for the purposes of communicating information
- organisational procedures for production activities using joinery machines.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPTMM3203 Estimate and cost job

Modification History

Release	Comment
1	Replaces equivalent unit FPITMM3203B Estimate and cost job, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to estimate resource requirements for the manufacture of products for a customer.

The unit applies to timber manufactured products' technician and customer service operators who calculate costs including labor, materials and time requirements and provide quotations to customers for an individual customer job.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Timber Merchandising

Elements and Performance Criteria

Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Source information for quotations	1.1 Obtain information on customer requirements and where required discuss with relevant personnel and customer. 1.2 Assess product information for suitability to customer requirements.

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	1.3 Determine delivery point and methods of transportation in line with organisational procedures. 1.4 Source, select and interpret product costing information. 1.5 Record all details in line with organisational procedures.
2. Estimate materials, time and labour	2.1 Estimate types and quantities of materials required for product manufacture. 2.2 Estimate labour and other resource requirements to manufacture product and to provide required services. 2.3 Document estimate for manufacture and service provision and check against customer requirements.
3. Calculate and document customer cost	3.1 Calculate costs for total materials, labour and overheads in line with organisational procedures. 3.2 Calculate costs for services, transportation and fees. 3.3 Apply mark-up, in line with organisational procedures, and determine total cost to customer. 3.4 Document details of calculations and customer cost in line with organisational formats.
4. Check costing details and prepare quotation	4.1 Check costs and calculations against product and service components and customer requirements. 4.2 Prepare and provide quotation to customer in line with organisational procedures and formats. 4.3 Complete and maintain accurate records of quotations in line with organisational procedures.

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:	• interpret routine product and costing information and calculate routine customer supply costs • interpret and calculate organisational mark-up rates • calculate the final customer cost and present accurate figures in quotations.
Oral communication skills to:	• ask questions and actively listen to clarify customer requirements.

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Reading skills to:	• interpret organisational procedures for WHS and quotation preparation
	• interpret the content of sometimes unfamiliar and detailed product information documents, including:
	  • in-house price lists, product description sheets or manuals
	  • supplier price lists, product description sheets or manuals
	• interpret pre-existing customer records:
	  • sales notes
	  • product requirements and special requests.

Writing skills to:	• develop, document and present complex quotations in a clear format • provide clear and unambiguous information about: • product and service options, inclusions and costs • quotation conditions and limitations.
Planning and organising skills to:	• prepare quotations in logical sequence and manage own timing and productivity to complete quotations within deadlines.
Problem-solving skills to:	• identify and resolve mistakes in calculations.
Technology skills to:	• use a computer, keyboard and software to prepare and provide quotations.

Range of Conditions

Not Applicable

Unit Mapping Information

FPITMM3203B Estimate and cost job

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPTMM3203 Estimate and cost job

Modification History

Release	Comment
	Replaces equivalent unit FPITMM3203B Estimate and cost job, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- prepare and present quotations for custom made products chosen from the following list:
  - stairs
  - doors
  - windows
  - frames
  - beams
  - roof trusses
  - floor systems
  - wall frames
- sample quotations must include calculations for:
  - labor
  - materials
  - overheads
  - delivery and transportation
  - installation

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Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- primary components of consumer protection laws that relate to the provision of quotations and organisational responsibility for:
  - nominating and charging cancellation fees
  - providing information on potential price increases
  - providing refunds
  - supplying products as described or substituting suitable products when unable
- industry and specific organisational:
  - quotation systems
  - sources of costs for materials and labor to manufacture and install
  - sources of information on overheads and how overheads are applied to individual quotes
  - delivery types and costs
  - types of fees charged and sources of fee amounts
  - mark-up rates and procedures
  - formats for and inclusions of quotations presented to customers
  - procedures for documenting calculations, communicating quotations to customers and maintaining records.

Assessment Conditions

The following resources must be made available:

- computers, keyboards and printers
- industry current software programs used to prepare and provide quotations
- customer briefs on which to quote, including product requirements and special requests
- product and other organisational information, either electronic or hard copy:
  - in-house price lists, product description sheets or manuals
  - costs for materials and labor to manufacture and install
  - schedule of overhead costs
  - delivery types and costs
  - schedule of fees
- template:
  - customer files
  - quotations
- organisational procedures for:
  - applying mark-ups
  - charging fees
  - preparing and presenting quotations

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  - documenting calculations, communicating quotations to customers and maintaining records
- relevant personnel for the purposes of communicating information
- current plain English regulatory documents distributed by government regulators for consumer protection law.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPTMM3204 Interpret designs to prepare timber roof truss drawings and documents using computers

Modification History

Release	Comment
1	Replaces equivalent unit FPITMM3204A Interpret designs to prepare timber roof truss drawings and documents using computers, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to interpret designs and plans to produce roof truss drawings and production documents using computers in a timber production or design setting.

The unit applies to Production Manager, Designer, Timber Manufactured Products Technician.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Timber Merchandising

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*

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1. Interpret plans and designs	1.1 Gather information about designs and plans, design factors and specifications. 1.2 Access and interpret industry and organisational codes and standards to ensure production of compliant drawings and production documents. 1.3 Identify stakeholders and consult where clarification is needed.
2. Create roof truss layouts	2.1 Design roof trusses to ensure compliance with identified standards. 2.2 Check computer software for currency. 2.3 Input design factors and data to software. 2.4 Identify pitching lines and load bearing points. 2.5 Input roof shapes and create roof truss layout. 2.6 Refer design requirements outside software limitations to appropriate personnel for resolution.
3. Review roof truss layouts	3.1 Identify available materials and other production efficiencies and amend designs. 3.2 Review designs to ensure identified standards are maintained. 3.3 Follow organisational procedures to refer design variations to relevant stakeholders where design varies from identified standards.
4. Create outputs	4.1 Prepare drawings and documentation in line with identified standards. 4.2 Store drawings and documentation and communicate to relevant stakeholders.

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:	• interpret numerical data from designs and plan specifications involving height, length , angles, shape, pitch and load • identify and interpret numerical requirements within industry and organisational codes and standards • input accurate numerical data into software systems • recognise and interpret computer outputs of non-conforming measurements.
Oral communication skills to:	• ask questions and actively listen to clarify contents of designs, plans and technical specifications

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	• clearly articulate reasons for variations from industry and organisational codes and standards.

Reading skills to:	• interpret:
	  • WHS procedures, industry and organisational codes and standards
	  • designs, plans and technical specifications.

Writing skills to:	• input accurate written text into software systems • produce accurate and detailed documents to support interpretation of drawings and assist with production.
Planning and organising skills to:	• plan and organise own work in logical sequence and manage own timing and productivity to complete drawings and documents within deadlines.
Problem-solving skills to:	• recognise software design limitations and non-conforming designs and refer to others for resolution.
Teamwork skills to:	• work as part of an internal and external design and construction team to produce compliant drawings and production documents.
Technology skills to:	• use a computer, keyboard and software to complete roof truss drawings and production documents.

Range of Conditions

Not Applicable

Unit Mapping Information

FPITMM3204A Interpret designs to prepare timber roof truss drawings and documents using computers

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPTMM3204 Interpret designs to prepare timber roof truss drawings and documents using computers

Modification History

Release	Comment
1	Replaces equivalent unit FPITMM3204A Interpret designs to prepare timber roof truss drawings and documents using computers, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to interpreting plans and designs to prepare roof truss drawings and production documents using computers
- prepare roof truss drawings and production documents suitable for manufacture of roof trusses

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- content and application of industry and organisational codes and standards for timber roof trusses including
  - Building Code of Australia
  - Australian Standards
  - organizational quality standards
- limits of ability and authority with respect to non-conforming design
- roof trusses including:
  - A Type truss

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    - Truncated standard truss
    - Girder truss
    - Truncated girder
    - Jack truss
    - Rafter truss
    - Gable truss
    - Saddle truss
    - Raking truss
- common industry standard sizes, profiles and spacing dimensions
- shapes of common roof types:
    - bell
    - bowstring
    - dual pitch
    - gabled
    - hipped
    - mansard
    - skillion
- for the drawing software:
    - available drawing types
    - design limitations
    - system functions and capabilities
    - methods to input and amend design factors and other data
    - methods to store and retrieve drawings
- organisational policies and procedures specific to producing drawings and documents using computers:
    - workplace health and safety
    - communication reporting lines for internal and external stakeholders
    - filing computerised drawings and documentation

Assessment Conditions

The following resources must be made available:

- computers, keyboards and industry current software programs used to produce drawings and documentation for roof truss layouts
- industry and organisational codes and standards for roof trusses
- designs, plans and technical specifications for roof trusses
- relevant personnel for the purposes of communicating information
- documents, spreadsheets and commonly used proforma documents
- organisational policies and procedures for producing drawings and documents using computers

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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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPTMM3205 Interpret designs to prepare timber floor system drawings and documents using computers

Modification History

Release	Comment
1	**Replaces equivalent unit FPITMM3205A Interpret designs to prepare timber floor system drawings and documents using computers, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.** **This is the first release of this unit in the new standards format.**

Application

This unit of competency describes the outcomes required to interpret designs and plans to produce a limited range of floor system drawings and production documents using computers in a timber production or design setting.

The unit applies to Designer, Timber Manufactured Products Technician, Production Supervisor.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*

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1. Interpret plans and designs	1.1 Gather information about designs and plans, design factors and specifications. 1.2 Access and interpret industry and organisational codes and standards to ensure production of compliant drawings and production documents. 1.3 Identify stakeholders and consult where clarification is needed.
2. Create floor systems	2.1 Design floor systems to ensure compliance with identified standards. 2.2 Check computer software for currency. 2.3 Input applied loads and data to software. 2.4 Identify load transfers and load bearing points. 2.5 Input floor area and create floor systems layout. 2.6 Refer design requirements outside software limitations to appropriate personnel for resolution.
3. Review floor system layouts	3.1 Identify available materials and other production efficiencies and amend designs. 3.2 Review designs to ensure identified standards are maintained. 3.3 Follow organisational procedures to refer design variations to relevant stakeholders where design varies from identified standards.
4. Create outputs	4.1 Prepare drawings and documentation in line with identified standards. 4.2 Store drawings and documentation and communicate to relevant stakeholders.

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:	• interpret numerical data from designs and plan specifications involving area, angles and load • identify and interpret numerical requirements within industry and organisational codes and standards • input accurate numerical data into software systems • recognise and interpret computer outputs of non-conforming measurements.
Oral communication	• ask questions and actively listen to clarify contents of designs,

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skills to:	plans and technical specifications • clearly articulate reasons for variations from industry and organisational codes and standards.

Reading skills to:	• interpret:
	  • WHS procedures, industry and organisational codes and standards
	  • designs, plans and technical specifications.

Writing skills to:	• input accurate written text into software systems • produce of accurate and detailed documents to support interpretation of drawings and assist with production.
Planning and organising skills to:	• plan and organise own work in logical sequence and manage own timing and productivity to complete drawings and documents within deadlines.
Problem-solving skills to:	• recognise software design limitations and non-conforming designs and refer to others for resolution.
Teamwork skills to:	• work as part of an internal and external design and construction team to produce compliant drawings and production documents.
Technology skills to:	• use a computer, keyboard and software to complete floor system drawings and production documents.

Range of Conditions

Not Applicable

Unit Mapping Information

FPITMM3205A Interpret designs to prepare timber floor system drawings and documents using computers

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPTMM3205 Interpret designs to prepare timber floor system drawings and documents using computers

Modification History

Release	Comment
1	Replaces equivalent unit FPITMM3205A Interpret designs to prepare timber floor system drawings and documents using computers, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organizational policies and procedures relevant to interpreting plans and designs to prepare timber floor system drawings and production documents using computers
- prepare floor system drawings and production documents suitable for manufacture of floor systems

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- content an application of industry and organisational codes and standards for timber floor systems
- limits of ability and authority with respect to non-conforming design
- common industry standard sizes, profiles and spacing dimensions
- complete drawings for each of the following types of floor system inclusions in line with an
- key features of these common types of floor system inclusions:
  - I-beams
  - laminated beams

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  - solid timber sections
  - webbed truss
- for the drawing software:
  - available drawing types
  - design limitations
  - system functions and capabilities
  - methods to input and amend design factors and other data
  - methods to store and retrieve drawings
- organisational policies and procedures specific to producing drawings and documents using computers:
  - workplace health and safety
  - communication reporting lines for internal and external stakeholders
  - filing computerised drawings and documentation

Assessment Conditions

The following resources must be made available:

- computers, keyboards and industry current software programs used to produce drawings and documentation for floor layouts
- industry and organisational codes and standards for floor systems
- designs, plans and technical specifications for floor systems
- relevant personnel for the purposes of communicating information
- documents, spreadsheets and commonly used proforma documents
- organisational policies and procedures for producing drawings and documents using computers

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPTMM3206 Interpret designs to prepare timber wall frame drawings and documents using computers

Modification History

Release	Comment
1	Replaces equivalent unit FPITMM3206A Interpret designs to prepare timber wall frame drawings and documents using computers, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to interpret designs and plans to produce a limited range of wall frame drawings and production documents using computers in a timber production or design setting.

The unit applies to Designer, Timber Advisory Supervisor.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*

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1. Interpret plans and designs	1.1 Gather information about designs and plans, design factors and specifications. 1.2 Access and interpret industry and organisational codes and standards to ensure production of compliant drawings and production documents. 1.3 Identify stakeholders and consult where clarification is needed.
2. Create wall frame layouts	2.1 Design wall frames to ensure compliance with identified standards. 2.2 Check computer software for currency. 2.3 Input applied loads and data to software and create wall frame layout. 2.4 Refer design requirements for structural members outside software limitations to appropriate personnel for resolution.
3. Review wall frame layouts	3.1 Identify available materials and other production efficiencies and amend designs. 3.2 Review designs to ensure identified standards are maintained. 3.3 Follow organisational procedures to refer design variations to relevant stakeholders where design varies from identified standards.
4. Create outputs	4.1 Prepare drawings and documentation in line with identified standards. 4.2 Store drawings and documentation and communicate to relevant stakeholders.

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:	• interpret numerical data from designs and plan specifications involving height, length , angles, and load • identify and interpret numerical requirements within industry and organisational codes and standards • input accurate numerical data into software systems • recognise and interpret computer outputs of non-conforming measurements.
Oral communication skills to:	• ask questions and actively listen to clarify contents of designs, plans and technical specifications • clearly articulate reasons for variations from industry and organisational codes and standards.

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Reading skills to:	• interpret:
	  • WHS procedures, industry and organisational codes and standards
	  • designs, plans and technical specifications.

Writing skills to:	• input accurate written text into software systems • produce accurate and detailed documents to support interpretation of drawings and assist with production.
Planning and organising skills to:	• plan and organise own work in logical sequence and manage own timing and productivity to complete drawings and documents within deadlines.
Problem-solving skills to:	• recognise software design limitations and non-conforming designs and refer to others for resolution.
Teamwork skills to:	• work as part of an internal and external design and construction team to produce compliant drawings and production documents.
Technology skills to:	• use a computer, keyboard and software to complete wall frame drawings and production documents.

Range of Conditions

Not Applicable

Unit Mapping Information

FPITMM3206A Interpret designs to prepare timber wall frame drawings and documents using computers

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPTMM3206 Interpret designs to prepare timber wall frame drawings and documents using computers

Modification History

Release	Comment
1	Replaces superseded equivalent FPITMM3206A Interpret designs to prepare timber wall frame drawings and documents using computers, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to interpreting plans and designs to prepare timber wall frame drawings and production documents using computers
- preparation of wall frame drawings and production documents suitable for the manufacture of wall frames

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- content an application of industry and organisational codes and standards for timber wall frames
- limits of ability and authority with respect to non-conforming design
- common industry standard sizes, profiles and spacing dimensions
- key features of these common types of timber framed walls:
  - standard
  - raking
  - fire rated
- for the drawing software:

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  - available drawing types
  - design limitations
  - system functions and capabilities
  - methods to input and amend design factors and other data
  - methods to store and retrieve drawings
- organisational policies and procedures specific to producing drawings and documents using computers:
  - workplace health and safety
  - communication reporting lines for internal and external stakeholders
  - filing computerised drawings and documentation

Assessment Conditions

The following resources must be made available:

- computers, keyboards and industry current software programs used to produce drawings and documentation for timber wall frames
- industry and organisational codes and standards for timber wall frames
- designs, plans and technical specifications for timber wall frames
- relevant personnel for the purposes of communicating information
- documents, spreadsheets and commonly used proforma documents
- organisational policies and procedures for producing drawings and documents using computers

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPTMM3207 Set up timber floor trusses

Modification History

Release	Comment
1	Replaces equivalent unit FPITMM3207A Set up timber floor trusses, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to plan and set up the assembly of timber floor trusses using a purpose built jig or computer-operated truss table and to oversee the operation of the truss press.

The unit applies to machine operators and product technicians in a timber and wood products production environment at either a truss/frame fabrication facility or timber merchant's facility.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Elements and Performance Criteria

Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for assembly	1.1 Review and clarify constructions plans and work order with appropriate personnel. 1.2 Obtain type and quantity of material to be assembled and hardware from storage location. 1.3 Select appropriate tools and equipment and check for operational

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	effectiveness in line with manufacturer's recommendations. 1.4 Identify and prepare set-up table or jigs required for construction.
2. Set up floor truss	2.1 Assess product size and number of joints with table or jig area; plan sections and layout. 2.2 Select timber components from pre-cut material in line with cutting list and check for fit. 2.3 Select steel web components in line with construction plans and standards. 2.4 Position jig components to accurately locate and support assembly components and adjust jig or table to suit. 2.5 Position and clamp components in jigs ready for joining with allowable faults, joins and grain in line with construction standards and grading rules. 2.6 Set components to include adjustments, overhang and other design requirements. 2.7 Set up webs to nominated pattern configuration. 2.8 Identify defective components; dispose of or recycle in line with environmental protection practices. 2.9 Clamp and/or nail components to maintain temporary alignment during assembly
3. Control pressing operations	3.1 Coordinate truss-pressing operations to ensure finished product complies with customer orders. 3.2 Correct assembly faults in line with organisational procedures.
4. Prepare products for despatch and report	4.1 Assess finished product for quality against construction standards and label in line with work order. 4.2 Remove components from table or jigs and safely stack in designated location in line with work order requirements 4.3 Strap, pack and label finished ready for transportation. 4.4 Report equipment faults to appropriate personnel. 4.5 Complete and maintain accurate records and reports of assembly outcomes in line with organisational procedures.

Foundation Skills

This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.

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Numeracy skills to:	• interpret production data from construction plans to:
	  • count quantities of timber and hardware components and select appropriate sizes
	  • complete calculations for section layouts
	  • accurately measure lengths, overhang and angles.

Oral communication skills to:	• ask questions and actively listen to clarify contents of constructions plans and work orders • make accurate verbal reports on equipment faults.

Reading skills to:	• interpret:
	  • WHS and other organisational procedures, constructions standards and grading rules
	  • construction plans and work orders
	  • manufacturer's instructions.

Writing skills to:	• produce basic clear labels for product identification and transportation • complete accurate basic reports on assembly outcomes.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.
Problem-solving skills to:	• identify production problems involving defective components, assembly faults, faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select and use appropriate machinery, tools and personal protective equipment used to assemble timber floor trusses.

Range of Conditions

Not Applicable

Unit Mapping Information

FPITMM3207A Set up timber floor trusses

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPTMM3207 Set up timber floor trusses

Modification History

Release	Comment
1	Replaces equivalent unit FPITMM3207A Set up timber floor trusses, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- complete assembly jobs, in line with an individual work order and construction plan chosen from the list below:
  - joist assembly
  - purlins assembly
  - chords assembly
  - beam assembly.
  -

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- quality requirements of national building codes and standards
- environmental protection practices for forest products factory settings:
  - reducing water and energy use
  - disposing of, recycling and reusing timber and other waste
- storage layout and categories for:
  - raw materials
  - stacking finished materials

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- characteristics of timber and timber defects
- assembly sequences and jig operation
- assembly, componentry and construction standards
- industry standard cross-sections and lengths
- types of tools and equipment for setting up timber floor trusses; their purpose, features, and operation including:
  - measuring equipment
  - electric circular saws
  - docking saws
  - drills
  - assembly jigs
  - assembly table
  - nail plate presses
  - staple guns
  - nail guns
  - compressor or compressed air supply
  - marking equipment
  - strapping equipment
- organisational procedures specific to setting up timber floor trusses including:
  - workplace health and safety
  - use of equipment
  - communication reporting lines
  - recording and reporting assembly outcomes and equipment faults
  - labelling products for identification and transportation.
  -

Assessment Conditions

The following resources must be made available:

- timber floor truss assembly tools and equipment which must include one or more of the following:
  - measuring equipment
  - electric circular saws
  - docking saws
  - drills
  - assembly jigs
  - assembly table
  - nail plate presses
  - staple guns
  - nail guns
- compressor or compressed air supply

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- marking equipment
- assembly hardware which must include one or more of the following:
  - nailing plates
  - floor truss plates
  - bracing
  - supplementary fittings and fixings
  - nail gun nails and staples
- personal protective equipment suitable for setting up timber floor trusses
- pre-cut sections of timber
- work order and construction plan with specifications for setting up timber floor trusses
- template reports for recording assembly outcomes and equipment faults
- relevant personnel for the purposes of communicating information
- organisational procedures for setting up timber floor trusses

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Assessor requirements

Assessors must:

- hold the appropriate assessor competency standards as outlined in regulations; and
- be able to demonstrate vocational competencies at least to the level being assessed; and
- be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency and assessor competence.
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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPTMM3208 Apply critical workplace processes in the manufacture of prefabricated timber building systems

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 4.0.

Application

This unit of competency describes the skills and knowledge required to conduct production tasks on an assembly line for panelised or modular prefabricated timber building systems safely and efficiently. Critical workplace processes covered in this unit include workplace health and safety, storage and handling of building materials for major timber building sub-assemblies, quality check at the workstations before and after assembly work and control of waste material for disposal.

The unit applies to individuals who work as operators in a prefabricated timber building systems manufacturing plant. These include wood machinists, carpenters or joiners, supervisors and other trade and multi-skilled operators. Operators generally work under broad or limited direction to complete routine activities related to their own work, and take responsibility for their work.

In order to undertake this unit, individuals must have a relevant qualification or equivalent.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety regulations, legislation and standards that apply to the workplace.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

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Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Apply workplace health and safety during the assembly operation	1.1 Obtain and review workplace health and safety requirements and emergency procedures for assembly operation and, where required, check with appropriate personnel 1.2 Use personal protective equipment and identify and report hazards, accidents, incidents or near misses throughout assembly operation according to workplace requirements and health and safety legislation to maintain safe work practices
2. Store and handle building materials for major sub-assemblies	2.1 Use the storage system provided for tools, equipment and building materials to enhance accessibility, protect material, and replenishment of commonly used resources 2.2 Ensure that large sub-assemblies and materials are positioned according to workplace procedures for ease of access and safety, enabling optimal use of floor space and production efficiency
3. Check the quality of building materials before assembly work begins	3.1 Obtain and review task-specific information including design and production documents to ensure that product quality and production schedules and targets are met and that materials used conform to building products 3.2 Access building materials from storage, check the suitability for the task, quantity, relevant product certification and quality and assemble as required to meet design specifications, standards, codes, certification and production schedule 3.3 Ensure partition walls, floor elements and other regulated components are certified for thermal, acoustic and fire properties according to the design, local codes and standards 3.4 Report any incorrect information and unsuitable and non-conforming building materials to appropriate personnel for repairing the defect, resolving its cause and preventing recurrence 3.5 Access sub-assemblies from storage and check incoming variations in work processes or in design and equipment specifications 3.6 Address or report incoming variations to the appropriate personnel 3.7 Follow workplace procedures to ensure that the work is of the required standard and completed on time
4. Check the quality of completed sub-assembly product and process	4.1 Complete and check the quality of the assembly work to ensure it meets design specifications 4.2 Identify and rectify safety risks associated with manual handling

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	of completed sub-assembly or prefabricated timber building system before its release to the next workstation or its delivery for on-site installation 4.3 Document and report time, product variations and work processes to identify non-value-added activities, delays and inefficiencies and initiate process improvement
5. Assess waste materials for reuse or disposal	5.1 Sort and store waste materials from assembly work according to health and safety procedures 5.2 Prepare waste materials for reuse or disposal according to workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Read a range of workplace documentation, including workplace health and safety plans, materials certification, design and production documents
Numeracy	• Calculate quantity, length, volume, area and waste associated with the assembly of prefabricated timber building systems
Navigate the world of work	• Take responsibility for decisions made to meet specifications and workplace requirements
Interact with others	• Understand what to communicate, with whom and how in routine work situations
Get the work done	• Take responsibility for planning and organising own workload

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status

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FWPTMM3208 Apply critical workplace processes in the manufacture of prefabricated timber building systems	Not applicable	New unit	No equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPTMM3208 Apply critical workplace processes in the manufacture of prefabricated timber building systems

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 4.0.

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit. There must be evidence that, on at least three occasions, the individual applied critical workplace processes in the manufacture of prefabricated timber building systems for one or more panelised or modular prefabricated timber building system types, including:

- cross-laminated timber floor and wall systems
- post and beam systems (Glulam, laminated veneer lumber)
- panelised floor cassette systems
- panelised wall systems (including cladding, insulation, windows or doors)
- panelised and pre-finished wall systems (inclining above, electrical, plumbing, mechanical or lining)
- pre-finished and fully finished timber-based modules.

In doing the above, the individual has:

- implemented workplace health and safety procedures and practices at the assembly workstation
- demonstrated safe and efficient work practice for storing and handling building materials and sub-assemblies according to workplace procedures
- reviewed design and production documents and understood assembly work requirements regarding quality, quantity and production schedules and targets
- checked the quality of building materials and sub-assemblies from previous work against design specifications and certification requirements before commencing the assembly work
- checked completed sub-assembly or prefabricated timber building system against specifications and safe manual handing before being released to the next workstation or delivered for on-site installation
- documented and reported time and product variations, defects and work processes efficiently and according to workplace procedures.

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Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- task-specific information and requirements contained in drawings, design specifications, production schedules, work method statements, risk assessments and manufacturer information
- health and safety hazards or risks related to the assembly activity and as identified through risk assessments, manufacturer technical information, regulations and industry health and safety guides, including:
  - lifting and handling of large building materials and sub-assemblies, including the use of tools and handling equipment
  - methods of work
  - product storage
- workplace health and safety procedures and practices related to the assembly activities, including:
  - emergency response procedure and responsibilities when involved with fires, spillages and injuries relating to occupational activities
  - accident reporting procedures and responsibilities
  - safe use of personal protective equipment (PPE)
- efficient storage of building materials and replenishment systems in the off-site manufacture of prefabricated timber building systems
- methods for efficient handling and positioning of large timber building sub-assemblies and materials at workstations along assembly lines
- aspects of design specifications for a range of prefabricated timber building systems and their final application:
  - types, quantity, quality, sizes, suitability and sustainability of building materials including wood structural components and fixings; choice of materials and properties
  - services components including hydraulics, electrical or heating, ventilation and air conditioning
  - jurisdictional standards, codes and certifications for building materials, services, components and fixings in the location where prefabricated timber building systems are installed
  - regulated components, including partition walls and floor elements, and valid documentation for attesting compliance with thermal, acoustic and fire requirements
  - acceptable tolerances and continuity or discontinuity requirements for materials, insulation systems and services related to a range of prefabricated timber building systems; the importance for on-site installation and in-service life cycle
- workstations or operations associated with a particular production line for prefabricated timber building systems; order of sequence or flow of sub-assembled products and information between process activities
- bottleneck operations and causes for delays or inefficiencies, including product design variations and rework due to damage, material unavailability, poor quality, incorrect positioning in the sub-assembly area, design questions or errors

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- methods for and importance of reporting incorrect information, unsuitable building material resources, incoming defects and design variations
- elements associated with manual handling hazards and risks of completed timber building systems, including:
  - cut metal edges
  - exposed screw tips and nails
  - abrasion of insulation materials resting on metal edges
  - pinch points in connections
  - surfaces that can retain rainwater
- methods for sorting and storing waste materials.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a workstation on an assembly line for prefabricated timber building systems or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - specialised tools and material handling equipment for the operational activity
  - building materials and sub-assemblies related to different prefabricated timber building systems
  - PPE used in the off-site manufacture of prefabricated timber building systems
- specifications:
  - access to drawings, design documentation, production schedules and targets, method statements, risk assessments, workplace health and safety procedures, manufacturer information, certification for regulated building material and building regulations
  - access to emergency procedures
  - access to templates for documenting and reporting issues regarding product quality and time and process variations
- timeframes:
  - according to the time specified in the production schedule.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPTMM3209 Install prefabricated timber building systems on-site

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 4.0.

Application

This unit of competency describes the skills and knowledge required to position and connect panelised or modular prefabricated timber building systems safely and correctly during on-site installation.

The unit applies to individuals who work in the occupational area of installing prefabricated timber building structures. These include construction workers, carpenters or joiners and site supervisors. They generally work under broad or limited direction to complete routine activities related to their own work, and take responsibility for their work.

In order to undertake this unit, individuals must have a relevant trade qualification or equivalent.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety regulations, legislation and standards that apply to the workplace.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Elements and Performance Criteria

Elements	Performance Criteria

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Apply workplace health and safety during on-site installation	1.1 Obtain all workplace health and safety information to ensure that activities are performed safely 1.2 Identify workplace and task-specific hazards and report accidents, incidents or near misses during on-site installation according to workplace health and safety requirements to maintain a safe workplace 1.3 Identify and use required risk-control and safety measures and equipment according to workplace health and safety requirements
2. Plan and prepare for installation work	2.1 Obtain and review relevant workplace information, including task instructions, drawings, design specifications, schedules and manufacturer information, and seek clarification if necessary 2.2 Confirm installation timeframe and sequence with relevant stakeholders or personnel to meet design specifications and on-site work schedules 2.3 Review drawings and design specifications to identify the type, location and quantity requirements for fixings, connections and bracing 2.4 Check building structure, slab or floor area and report non-conformance as per workplace processes 2.5 Select tools, auxiliary materials and equipment for the installation of prefabricated timber building systems as required, and set up equipment to meet safe work requirements 2.6 Obtain information needed to ensure that the inspection, use, maintenance and storage of equipment comply with manufacturer directions 2.7 Maintain appropriate ongoing communications and briefings with key stakeholders, including feedback and timeline reviews, for the duration of the installation
3. Check prefabricated timber building systems logistics and storage on-site	3.1 Ensure prefabricated timber building systems are delivered on-site in-line with the phase of the construction project and installation 3.2 Ensure there is no risk of damage by weather (moisture), traffic or general construction to prefabricated timber building systems and that they are stored as close as practically possible to the construction site when storage is required 3.3 Check prefabricated timber building systems, connections and support points for quantity, quality, tolerance compliance and conformance and damage upon delivery, and report issues to the appropriate personnel or according to operational requirements

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
4. Install prefabricated timber building systems	4.1 Use tools and equipment safely and correctly according to operational requirements and manufacturer specifications to measure, mark out, level, finish and secure prefabricated timber building systems according to specifications 4.2 Assist crane or dogger operators to lift prefabricated timber building systems in the sequential order and apply accurate placement and connection techniques to the required tolerances and specifications 4.3 Check corners and walls to ensure they are accurately levelled, plumbed and squared according to specifications and operational requirements 4.4 Check prefabricated timber building systems after installation against critical performance metrics and apply sealants as required to ensure compliance with fire, waterproofing and acoustic requirements and with design specifications 4.5 Protect prefabricated timber building systems from damage and adverse weather conditions during the installation work and other worksite activities
5. Complete installation	5.1 Complete installation within the required timeframe and according to on-site work schedules 5.2 Maintain and store hand and power tools, equipment and machinery according to operational requirements 5.3 Keep work area and access areas free of debris and waste material according to operational requirements 5.4 Record any quality checks and changes or variations applied to a prefabricated timber system during the on-site installation work, according to operational requirements and communicate the process

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**
Navigate the world of	• Take responsibility for decisions made to meet design

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Skill	Description
work	specifications and installation, storage and worksite requirements
Interact with others	• Understand what to communicate, with whom and how in routine work situations • Provide relevant information to others as required
Get the work done	• Take responsibility for planning and organising own workload • Assess effectiveness regarding how well the work was achieved and how closely the process followed the original plan and timeframes • Consider how to link with the work of others

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPTMM3209 Install prefabricated timber building systems on-site	Not applicable	New unit	No equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPTMM3209 Install prefabricated timber building systems on-site

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 4.0.

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit. There must be evidence that, on at least three occasions, the individual has installed prefabricated timber building systems on-site, for two or more panelised or modular prefabricated timber building system types, including:

- cross-laminated timber floor and wall systems
- post and beam systems (Glulam, laminated veneer lumber)
- panelised floor cassette systems
- panelised wall systems (including cladding, insulation, windows or doors)
- panelised and pre-finished wall systems (inclining above, electrical, mechanical, plumbing or lining)
- pre-finished and fully finished timber-based modules.

In doing the above, the individual has:

- complied with health and safety requirements and regulations applicable to workplace operations
- identified design requirements and installation sequence of prefabricated timber building systems
- identified and selected correct fittings, connections, tie-downs and braces for the installation of prefabricated timber building systems
- checked suitability of building structure, slab or floor area for the installation of prefabricated timber building systems
- applied workplace quality procedures and processes in the context of installing prefabricated timber building systems
- selected and used processes, tools and equipment for measuring, marking out, levelling and securing prefabricated timber building systems into place
- placed prefabricated timber building system safely, efficiently and to required tolerances and installed connectors to required specifications
- checked that walls and corners are accurately levelled, plumbed and square
- identified typical faults and problems and rectified faults
- communicated efficiently with others, exchanging feedback and timeline reviews.

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Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- relevant current health and safety legislative obligations and workplace procedures as described in industry health and safety guides and site workplace health and safety plans
- hazards associated with the construction work and as identified through safe work method statements (SWMS), risk assessments, manufacturer technical information, regulations and industry health and safety guides, including but not limited to:
  - building systems and components
  - methods of work
  - waste material
  - risk of fire
  - power lines
  - cabling and plumbing
  - drains covered correctly
  - access and egress
- safety measures and equipment:
  - fire prevention and emergency procedures
  - evacuation procedure
  - signs and barricades
  - personal protective equipment (PPE)
  - fall prevention and fall arrest equipment
  - other methods for reducing the risk from fire and other hazards on a construction site as defined in the National Construction Code and site safety plan
- types of task-specific documents, their source, information included and how they are read and interpreted with reference to:
  - drawings
  - design specifications
  - on-site workflow, schedules and targets
  - method statements
  - risk assessments
  - progress charts and timetables
  - manufacturer information
  - product certifications
  - building regulations
- basic design and offsite manufacture processes for prefabricated timber building systems for recognising problems that arise from missing information, damaged or faulty prefabricated timber building systems and understanding methods to resolve them
- installation design specifications for different prefabricated timber building systems with reference to:

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  - installation sequence
  - lifting equipment, support connections and techniques
  - bracing techniques
  - technical properties and specific requirements of materials, elements, components, insulations and connections
  - mechanical fixings, tie-downs and braces, connection strengths and installation tolerances
- building checks before prefabricated timber building system installation and the importance of checking
- testing and checking of prefabricated timber building systems for quality assurance:
  - required tests for different prefabricated timber building system and methods to undertake them
  - test sampling and frequency of testing within a managed process
- specialised tools and equipment for installation and fixing of different prefabricated timber building systems and methods of operation
- methods for measuring and calculating the quantity, length, area, centre of gravity and mass of different prefabricated timber building systems for lifting and installation operations
- techniques for accurate placement of prefabricated timber building systems before the full installation
- problems or faults related to prefabricated timber systems, including materials, components, connections or insulations that arise from on-site installation and impact on structural, fire and acoustic performance of the system
- critical performance metrics used in the on-site installation operations of prefabricated timber building systems regarding quality, cycle time, productivity and inventory
- methods for reporting:
  - circumstances that affect the work cycle time
  - quality checks
  - product changes or variations during installation
- maintenance and servicing requirements for tools and equipment as outlined in workplace procedures or manufacturer manual
- waste management procedures regarding safe disposal and recycling.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a construction site or environment that accurately represents workplace conditions
- resources, equipment and materials:
  - specialised tools and equipment for installation and fixing of prefabricated timber building systems
  - prefabricated timber building systems, components, sections and fittings

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    - PPE, signs and barricades, fall prevention and fall arrest equipment used in building construction operations
- specifications:
    - access to workplace health and safety policies, SWMS, emergency procedures, fire safety plans, drawings, design specifications, on-site workflow, schedules and targets, work method statements, risk assessments, manufacturer information and operating instructions for specialised tools and equipment, product certifications and building regulations
- relationships:
    - team member(s) including licenced crane operator and licenced dogger to lift prefabricated timber building systems
- timeframes:
    - according to time specified in job sheet.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPTMM4202 Diagnose and calculate production costs

Modification History

Release	Comment
1	Replaces equivalent unit FPITMM4202B Diagnose and calculate production costs, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to estimate resource requirements for production of a range of timber products; to calculate overarching production costs and determine general supply costs. The preparation of individual quotations for customers is covered in FWPTMM3203 Estimate and cost job. Work is completed in a forest products factory setting.

The unit applies to timber manufacturing and production supervisors determine production and supply costs for the provision or products, including all overheads, in a forest and wood products factory setting.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Timber Merchandising

Elements and Performance Criteria

Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Gather and diagnose information	1.1 Obtain details of the particular product and competitors' products.

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	1.2 Obtain and analyse details of proposed production operation. 1.3 Access information on labour unit cost projections. 1.4 Source and analyse details of logistic support contracts and supply agreements. 1.5 Access details of proposed warehousing, physical distribution systems and related cost factors. 1.5 Analyse all production cost factors for establishing supply cost.
2. Estimate materials and labour	2.1 Estimate and record types and quantities of material required for production. 2.2 Estimate and record lead times and time requirements for production activities. 2.3 Estimate and record labour requirements for direct production and handling operations.
3. Calculate and document production cost	3.1 Determine production components contributing to overhead costs. 3.2 Determine type and percentage of overhead costs to be attributed to production in line with commercial and organisational procedures. 3.3 Calculate material, labour and overhead costs to determine total production costs. 3.4 Apply mark-up, in line with organisational procedures, and determine supply cost in conjunction with marketing and sales personnel. 3.5 Document details of calculations and supply cost in line with organisational formats.
4. Check and document details of production and supply costs.	4.1 Check costs and calculations against production requirements. 4.2 Report calculation processes and organise checking by relevant personnel for final authorisation. 4.3 Complete and maintain accurate records of production and supply costs in line with organisational procedures.

Foundation Skills

This section describes those core and employment skills that are essential to performance and

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are not explicit in the performance criteria.	
Numeracy skills to:	• interpret production costing information and calculate complex production and supply costs • interpret and calculate organisational mark-up rates • present accurate figures in records of calculations, production and supply costs.
Oral communication skills to:	• clearly represent details of complex production costing information, calculations and rationale for proposed supply cost.

Reading skills to:	• interpret detailed and familiar organisational procedures for production costing
	• interpret complex documents about:
	  • supply and distribution contracts
	  • labour unit costs
	  • organisational overheads.

Writing skills to:	• develop, document and present complex production and supply costs in a clear format.
Planning and organising skills to:	• collect and organise data to inform production costing activities • plan and manage own timing and productivity to complete production costing within deadlines.
Problem-solving skills to:	• identify and resolve mistakes in calculations.
Teamwork skills to:	• consult with and seek feedback from other team members involved in determining production and supply costs. •
Technology skills to:	• use a computer, keyboard and software to prepare and record production and supply costs.

Range of Conditions

Not Applicable

Unit Mapping Information

FPITMM4202B Diagnose and calculate production costs

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPTMM4202 Diagnose and calculate production costs

Modification History

Release	Comment
1	Replaces equivalent unit FPITMM4202B Diagnose and calculate production costs, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- diagnose and calculate production costs for at least two product ranges selected from this list:
  - pallets
  - crates
  - trellises
  - stairs
  - doors
  - windows
  - frames
  - beams
  - roof trusses
  - floor systems
  - wall frames.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

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- competitors' current products and services and price structure
- sources of negotiated cost of supply, contractual arrangements and preferred supplier arrangements
- sources of organisational costs for:
  - materials specific to production operations
  - labour unit costs specific to production operations
  - particular construction methods
  - complying with environmental protection practices
  - warehousing and distribution
- business overheads and how overheads are applied to individual production operations
- desired profit margins and appropriate commercial mark-ups to suit market acceptance
- organisational procedures for documenting calculations, communicating costs to relevant personnel and maintaining records.

Assessment Conditions

The following resources must be made available:

- computers, keyboards and printers
- industry current software programs used to calculate and document production and supply costs
- comprehensive information about the financial operating costs of a real or simulated business to determine production and supply costs
- relevant personnel for the purposes of communicating information
- organisational procedures for documenting calculations, communicating costs to relevant personnel and maintaining records.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPTMM4203 Install and commission CNC software

Modification History

Release	Comment
1	Replaces equivalent unit FPITMM4203B Install and commission CNC software, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to install and commission computer numerically controlled (CNC) processes and machine control programs for CNC sizing machines and CNC machining and processing centres. Work is completed in a forest and wood products factory setting

The unit applies to managers or supervisors of timber manufacturing facilities who update machinery and commission new equipment in response to technological improvements and new operational imperatives.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Timber Merchandising

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for software	1.1 Diagnose program format and operational purpose and

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installation	identify specified applications. 1.2 Check specifications for intended operating conditions. 1.3 Check program instructions for compliance with specifications. 1.4 Counter set software timers to specification.
2. Install automatic process machine control programs	2.1 Select appropriate program loading technique. 2.2 Connect external loading devices correctly to automatic process machine control system. 2.3 Place machine control system in correct operational mode to accept program loading. 2.4 Download program in line with manufacturer's recommended procedure. 2.5 Check during and after downloading to ensure accurate and complete data transfer. 2.6 Disconnect external program loading devices and connections from process and machine control system.
3. Commission automatic process and machine control program	3.1 Monitor operation of equipment using the program for accuracy and safe performance. 3.2 Measure and check outputs for compliance with specifications. 3.3 Check external inputs for compliance with specifications. 3.4 Check total operation for compliance with specifications and resolve any issues. 3.5 Identify location for storage of program master copy and store accordingly. 3.6 Record installation and commissioning process and problems and report 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.	
Numeracy skills to:	• interpret sizing specifications for machines and monitor the operation of commissioned machines to ensure accurate calibration.
Reading skills to:	• interpret detailed and sometimes unfamiliar instructions for installing CNC software and commissioning machinery.

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Writing skills to:	• complete detailed and accurate reports on installation and commissioning processes and problems.
Planning and organising skills to:	• efficiently and logically manage operational logistics for installing software and commissioning machinery.
Problem-solving skills to:	• monitor machinery for compliance with calibration specifications and resolve any issues.
Technology skills to:	• use computerised operating controls for CNC machines to monitor accurate and safe performance.

Range of Conditions

Not Applicable

Unit Mapping Information

FPITMM4203B Install and commission CNC software

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPTMM4203 Install and commission CNC software

Modification History

Release	Comment
1	Replaces equivalent unit FPITMM4203B Install and commission CNC software, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- install and commission computer numerically controlled (CNC) software in CNC sizing machines and/or CNC machining and processing centres
- check that machine is operating safely and in line with its intended purpose and program
- complete a detailed and accurate report, for each installation, on the installation and commissioning process and problems encountered.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- for the CNC software:
- program format and operational purpose
- system functions and capabilities
- methods to install
- methods to commission machinery to operational specification
- requirements for safe storage of program master copy
- for the machine being commissioned:
- operational purpose and sizing specifications
- methods to monitor the operation of commissioned machines and check calibration

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- organisational procedures for recording and reporting on installation and commissioning processes and problems.

Assessment Conditions

The following resources must be made available:

- CNC sizing machines and CNC machining and processing centres
- CNC software programs
- machine sizing specifications
- instructions for installing CNC software and commissioning machinery
- template reports for installation and commissioning processes and problems
- relevant personnel for the purposes of communicating information
- organisational procedures for installing software and commissioning machinery

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPTMM4204 Sample and test products to specifications

Modification History

Release	Comment
1	Replaces equivalent unit FPITMM4204B Sample and test products to specifications, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to take product samples and to select and apply authorised testing procedures to ascertain the cause of a problem or to improve techniques.

The unit applies to those who interpret test results and reporting findings in a forest products factory setting. Testing can be for manufactured products, components, assemblies, raw materials, timber, metal alloys, glass, adhesives, fillers, finishes and any other entities produced by the organisation.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Timber Merchandising

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for testing	1.1 Select conforming or non-conforming products, materials or waste are for testing in line with organisational requirements.

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	1.2 Interpret product quality specifications and drawings and select test parameters. 1.3 Obtain type and quantity of entities for testing and note design features that impact on testing and inspection. 1.4 Select and calibrate appropriate equipment and check for operational effectiveness in line with manufacturer's recommendations. 1.5 Select and plan testing process in line with organisational procedures.
2. Test samples	2.1 Follow workplace health and safety procedures throughout testing activities. 2.2 Collect procedures and information on operator observation. 2.3 Analyse information on problems or improvement requirements. 2.4 Prepare samples and identify manufacturing dates, times and batches from production records. 2.5 Establish and review test data in line with organisational procedures. 2.6 Conduct test in line with industry standards and environmental protection practices. 2.7 Compare all collected data and check results by further sampling and testing.
3. Evaluate and report test outcomes	3.1 Evaluate test results for impact on production processes. 3.2 Take action to rectify or improve on achieved test results. 3.3 Develop recommendations and consider feasibility of suggestions. 3.4 Record test process, results and recommendations and report to production personnel to facilitate process control or change.

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:	• test production samples and evaluate outcomes to inform new production techniques.
Numeracy skills to:	• determine appropriate numbers of entities for sample testing to provide reliable test results • interpret numerical production data from specifications, plans and drawings involving dimensions and mixture quantities • calculate and record dimensions and mixture quantities of

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	sampled entities and assess against quality specifications.
Oral communication skills to:	• ask questions and actively listen to consult with and seek feedback from production personnel.
Reading skills to:	• interpret information in product specifications and plans.
Writing skills to:	• clearly and accurately report on test process and test results • clearly represent rationale for recommended changes to future production processes.
Planning and organising skills to:	• efficiently and logically manage operational logistics for sample testing.
Problem-solving skills to:	• analyse production problems, consider various solutions and determine recommended changes.
Technology skills to:	• select, calibrate and use equipment appropriate for conducting tests • use a computer, keyboard and software to prepare reports.

Range of Conditions

Not Applicable

Unit Mapping Information

FPITMM4204B Sample and test products to specifications

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPTMM4204 Sample and test products to specifications

Modification History

Release	Comment
1	Replaces equivalent unit FPITMM4204B Sample and test products to specifications, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- sample and test product types in line with authorised testing procedures including:
  - manufactured products
  - components
  - assemblies
  - raw materials
  - timber
  - metal alloys
  - glass
  - adhesives
  - fillers, finishes
  - any other entities produced by the organisation
- evaluate test results, for the selected range of products, and complete a detailed and accurate report, covering:
  - test process
  - size of sample
  - results of testing against product quality specifications and set tolerances
  - recommendations to facilitate process control or change.

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Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- environmental protection practices for sampling and testing products in a forest products factory settings:
- reducing water and energy use
- safe use and storage of chemicals
- cleaning of plant, tools and equipment
- disposing of, recycling and reusing timber and other waste
- industry common and specific organisational:
- sampling and testing processes and techniques for products
- characteristics of raw materials and other entities
- testing conditions and facilities
- product quality specifications and set tolerances
- common types of tools and equipment used to test products; their purpose, features, operation and calibration requirements
- organisational procedures specific to sampling and testing products:
- workplace health and safety
- use of testing equipment
- sampling and testing processes
- communication reporting lines
- recording and reporting on test process and test results.

Assessment Conditions

The following resources must be made available:

- testing equipment, tools and gauges
- personal protective equipment suitable for sampling and testing products
- a comprehensive range of commercially available raw materials and other entities subject to testing
- product quality specifications and set tolerances
- templates for recording and reporting on test process and test results
- relevant personnel for the purposes of communicating information
- organisational procedures for sampling and testing products

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

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- 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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPTMM4205 Prepare and advise on a broad range of timber roof truss details using computers

Modification History

Release	Comment
1	Replaces equivalent unit FPITMM4205A Prepare and advise on a broad range of timber roof truss details using computers, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

Release	Comment
1	Replaces equivalent unit FPITMM4205A Prepare and advise on a broad range of timber roof truss details using computers, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Interpret plans or designs and create layouts	1.1 Identify and verify design inputs. 1.2 Check computer software for currency and use to prepare roof truss layouts and production documentation.

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	1.3 Resolve design requirements outside software limitations.
2. Review and test design options	2.1 Review and test roof truss layouts for optimal suitability for stakeholders. 2.2 Use effective processes to optimise roof truss layout and ensure stakeholder objectives are met.
3. Provide advice on design, production and installation issues	3.1 Prepare and document production and installation advice. 3.2 Communicate documented advice to all stakeholders, prior to and following installation.
4. Manage roof truss outputs	4.1 Certify roof truss design layouts in line with regulatory and organisational requirements and communicate to relevant stakeholders. 4.2 Store and maintain drawings and documentation in line with organisational procedures.

Foundation Skills

This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.
• interpret numerical data from designs and plan specifications involving height, length , angles, shape, pitch and load • input accurate numerical data into software systems.
• interpret detailed and unfamiliar designs, plans and technical specifications.
• input accurate written text into software systems • produce accurate and detailed documents to support interpretation of drawings and assist with production and installation.
• plan and organise own work in logical sequence and manage own timing and productivity to complete drawings and documents within deadlines.
• recognise software design limitations and resolve.
• work as part of an internal and external design and construction team to produce compliant drawings and production documents.
• use a computer, keyboard and custom software to complete roof truss drawings, production and installation documents.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPITMM4205A Prepare and advise on a broad range of timber roof truss details using computers

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPTMM4205 Prepare and advise on a broad range of timber roof truss details using computers

Modification History

Release	Comment
1	Replaces equivalent unit FPITMM4205A Prepare and advise on a broad range of timber roof truss details using computers, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organizational policies and procedures relevant to preparing and advising on a broad range of timber roof truss details using computers
- prepare and advise on a broad range of timber roof truss details using computers
- prepare roof truss layouts and production documentation for roof truss types across the following list:
  - "A" type truss
  - truncated standard
  - raking truss
  - girder truss
  - truncated girder
  - jack girder
  - rafter truss
  - gable truss
  - saddle truss
  - bowstring truss
  - vaulted truss
  - truncated saddle

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Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- content and application of applicable regulations for certifying roof truss design layouts
- limits of personal ability and authority for non-conforming design including
  - Building Codes of Australia
  - Australian Standards
  - organisational quality standards
- common industry standard sizes, profiles and spacing dimensions
- shapes of common roof types:
  - bell
  - bowstring
  - dual pitch
  - gabled
  - hipped
  - mansard
  - skillion
- interaction between roof truss types
- design inputs including:
  - identified standards
  - pitching lines and load bearing points
- and design factors including:
  - roof material loads
  - wind zone and applied loads
  - commercial or residential output
  - additional roof loading
  - post disaster structures
  - roof shape
  - roof lines
- for the drawing software:
  - available drawing types
  - design limitations
  - system functions and capabilities
  - methods to input and amend design factors and other data
  - methods to store and retrieve drawings
- organisational procedures specific to producing drawings and documents and advising on roof truss details:
  - communication reporting lines for internal and external stakeholders

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- certifying roof truss layouts
- filing computerised drawings and documentation
-

Assessment Conditions

The following resources must be made available:

- computers, keyboards and industry current software programs used to produce drawings and documentation for roof truss layouts
- applicable regulations for certifying roof truss design layouts
- industry and organisational codes and standards for roof trusses
- designs, plans and technical specifications for roof trusses
- templates for developing production and installation advice
- template certification documents
- relevant personnel for the purposes of communicating information
- organisational procedures for producing drawings and documents and advising on roof truss details

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPTMM4206 Prepare and advise on a broad range of timber floor system details using computers

Modification History

Release	Comment
1	Replaces equivalent unit FPITMM4206A Prepare and advise on a broad range of timber floor system details using computers, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to prepare and advise on a broad range of timber floor system drawings, production documents and installation instructions using custom software. Work is completed in a timber production or design setting.

The unit applies to Customer Service / Sales Assistant (Retail or Wholesale), Customer Service Officer, Sales and Merchandising Team Leader, Sales and Merchandising Team Leader (Timber Products), Timber Advisor.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Interpret plans or designs and create	1.1 Identify and verify design inputs. 1.2 Check computer software for currency and use to prepare floor

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layouts	system layouts and production documentation. 1.3 Resolve design requirements outside software limitations.
2. Review and test design options	2.1 Review and test floor system layouts for optimal suitability for stakeholders. 2.2 Use effective processes to optimise floor system layout and ensure stakeholder objectives are met.
3. Provide advice on design, production and installation issues	3.1 Prepare and document production and installation advice. 3.2 Communicate documented advice to all stakeholders, prior to and following installation.
4. Manage floor system outputs	4.1 Certify floor system design layouts in line with legislative and organisational requirements and communicate to relevant stakeholders. 4.2 Store and maintain drawings and documentation in line with organisational procedures.

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:	• interpret numerical data from designs and plan specifications involving area, angles and load • input accurate numerical data into software systems.
Reading skills to:	• interpret detailed and unfamiliar designs, plans and technical specifications.
Writing skills to:	• input accurate written text into software systems • produce accurate and detailed documents to support interpretation of drawings and assist with production and installation.
Planning and organising skills to:	• plan and organise own work in logical sequence and manage own timing and productivity to complete drawings and documents within deadlines.
Problem-solving skills to:	• recognise software design limitations and resolve.
Teamwork skills to:	• work as part of an internal and external design and construction team to produce compliant drawings and production documents.
Technology skills to:	• use a computer, keyboard and custom software to complete floor system drawings, production and installation documents.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPITMM4206A Prepare and advise on a broad range of timber floor system details using computers

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPTMM4206 Prepare and advise on a broad range of timber floor system details using computers

Modification History

Release	Comment
1	Replaces equivalent unit FPITMM4206A Prepare and advise on a broad range of timber floor system details using computers, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to preparing and advising on a broad range of timber floor system details using computers
- prepare and advise on a broad range of timber floor system details using computers including the following
  - composite systems
  - I-beams
  - laminated beams
  - solid timber sections
  - webbed truss.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- content and application of applicable regulations for certifying timber floor system design layouts including:
  - Building Code of Australia
  - Australian Standards

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    - organisational quality standards
- limits of personal ability and authority with respect to non-conforming design
- common industry standard sizes, profiles and spacing dimensions
- key features of these common types of floor systems:
    - composite systems
    - I-beams
    - laminated beams
    - solid timber sections
    - webbed truss
- for the drawing software:
    - available drawing types
    - design limitations
    - system functions and capabilities
    - methods to input and amend design factors and other data
    - methods to store and retrieve drawings
- production and installation advice including
    - installation instructions to stakeholders, including floor system layouts
    - certification to stakeholders
    - documented advice to production
    - feedback to installers
- organisational procedures specific to producing drawings and documents and advising on floor system details:
    - communication reporting lines for internal and external stakeholders
    - certifying floor system layouts
    - filing computerised drawings and documentation

Assessment Conditions

The following resources must be made available:

- computers, keyboards and industry current software programs used to produce drawings and documentation for floor system layouts
- applicable regulations for certifying floor system layouts
- industry and organisational codes and standards for floor systems
- designs, plans and technical specifications for floor systems
- templates for developing production and installation advice
- template certification documents
- relevant personnel for the purposes of communicating information
- organisational procedures for producing drawings and documents and advising on floor system details

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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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPTMM4207 Prepare and advise on a broad range of timber wall frame details using computers

Modification History

Release	Comment
1	Replaces equivalent unit FPITMM4207A Prepare and advise on a broad range of timber wall frame details using computers, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to prepare and advise on a broad range of timber wall frame drawings, production documents and installation instructions using custom software. Work is completed in a timber production or design setting.

The unit applies to Customer Service / Sales Assistant (Retail or Wholesale), Customer Service Officer, Sales and Merchandising Team Leader, Sales and Merchandising Team Leader (Timber Products), Timber Advisor.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Interpret plans or designs and create layouts	1.1 Identify and verify applied loads and other design inputs. 1.2 Check computer software for currency and use to prepare wall frame layouts and production documentation.

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	1.3 Resolve design requirements outside software limitations.
2. Review and test design options	2.1 Review and test wall frame layouts for optimal suitability for stakeholders. 2.2 Use effective processes to optimise wall frame layout and ensure stakeholder objectives are met.
3. Provide advice on design, production and installation issues	3.1 Prepare and document production and installation advice. 3.2 Communicate documented advice to all stakeholders, prior to and following installation.
4. Manage wall frame outputs	4.1 Certify wall frame design layouts in line with legislative and organisational requirements and communicate to relevant stakeholders. 4.2 Store and maintain drawings and documentation in line with organisational procedures.

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:	• interpret numerical data from designs and plan specifications involving height, length , angles, and load • input accurate numerical data into software systems.
Reading skills to:	• interpret detailed and unfamiliar designs, plans and technical specifications.
Writing skills to:	• input accurate written text into software systems • produce accurate and detailed documents to support interpretation of drawings and assist with production and installation.
Planning and organising skills to:	• plan and organise own work in logical sequence and manage own timing and productivity to complete drawings and documents within deadlines.
Problem-solving skills to:	• recognise software design limitations and resolve.
Teamwork skills to:	• work as part of an internal and external design and construction team to produce compliant drawings and production documents.
Technology skills to:	• use a computer, keyboard and custom software to complete wall frame drawings, production and installation documents.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPITMM4207A Prepare and advise on a broad range of timber wall frame details using computers

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPTMM4207 Prepare and advise on a broad range of timber wall frame details using computers

Modification History

Release	Comment
1	Replaces equivalent unit FPITMM4207A Prepare and advise on a broad range of timber wall frame details using computers, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to preparing and advising on a broad range of timber wall frame details using computers
- prepare wall frame layouts and production documentation for the following wall frame types:
- standard
- raking
- fire rated

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- content and application of applicable regulations for certifying timber wall frame design layouts
- limits of personal ability and authority for non-conforming design
- common industry standard sizes, profiles and spacing dimensions
- key features of these common types of timber framed walls:
  - standard
  - raking

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    - fire rated
- interaction between wall frame types
- for the drawing software:
    - drawing types that can be produced
    - design limitations
    - system functions and capabilities
    - methods to input and amend design factors and other data
    - methods to store and retrieve drawings
- organisational procedures specific to producing drawings and documents and advising on wall frame layouts:
    - communication reporting lines for internal and external stakeholders
    - certifying wall frames layouts
    - filing computerised drawings and documentation

Assessment Conditions

The following resources must be made available:

- computers, keyboards and industry current software programs used to produce drawings and documentation for timber wall frames layouts
- applicable regulations for certifying timber wall frame layouts
- industry and organisational codes and standards for timber wall frames
- designs, plans and technical specifications for timber wall frames
- templates for developing production and installation advice
- template certification documents
- relevant personnel for the purposes of communicating information
- organisational procedures for producing drawings and documents and advising on wall frame layouts.

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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FWPTMM4208 Construct prototypes and samples for timber structures

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 4.0.

Application

This unit of competency describes the skills and knowledge required to construct prototypes and samples of timber structures in a production setting according to established plans, drawings or other specifications for testing the viability of timber construction methods.

The unit applies to individuals who work as timber fabricators, supervisors and designers of timber structures. They generally demonstrate autonomy, judgement and limited responsibility in known or changing contexts and within established parameters.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety regulations, legislation and standards that apply to the workplace.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Timber Merchandising

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for construction of prototypes and samples for timber structures	1.1 Review the purpose for prototype or sample, work order, prototype construction plans, workplace health and safety requirements, environmental protection practices and emergency procedures and, where required, clarify requirements with appropriate personnel 1.2 Identify and report hazards and use personal protective equipment according to workplace requirements and health and safety legislation to maintain safe work practices 1.3 Obtain the type and quantity of material to be assembled and hardware according to prototype construction plan and specifications 1.4 Select appropriate tools and equipment and check for operational effectiveness according to manufacturer recommendations 1.5 Plan and document stages of the prototype construction process
2. Set up equipment and components	2.1 Select and prepare set-up jigs required for prototype construction 2.2 Select timber components, check for compatibility with specifications and cut according to the prototype or sample plans 2.3 Position and clamp components in jigs ready for joining with allowable faults, joins and grain according to construction standards and grading rules 2.4 Identify defective components, incorrect timber cuts and off-cuts and dispose of or recycle according to environmental protection practices 2.5 Staple components to maintain temporary alignment during assembly
3. Construct and review prototypes and samples	3.1 Follow prototype construction plan throughout the assembly and conduct checks at designated points 3.2 Position and install hardware on joints to prototype specifications 3.3 Nail or staple temporary bracing to the product according to construction standards 3.4 Identify required modifications to designs and plans, and document and follow recommended changes 3.5 Correct construction faults according to recommendations 3.6 Review prototype or sample for the effectiveness of purpose and efficiency of timber construction methods 3.7 Record prototype or sample construction processes, problems and recommendations for change, and report to appropriate personnel

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	3.8 Store temporary bracing, prototypes and samples and dispose of when not required according to environmental protection practices

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description

Numeracy	• Interpret production data from construction plans to:
	  • count quantities of timber and hardware components and select appropriate sizes
	  • complete calculations from plans
	• accurately measure dimensions and angles

Navigate the world of work	• Understand main tasks, responsibilities and boundaries of own role
Interact with others	• Use modes of communication suitable for the purpose to confirm and clarify understanding • Work as part of a team to develop fit-for-purpose products and appropriate construction methods
Get the work done	• Recognise and respond to routine problems • Diagnose production problems involving design failures and construction difficulties, and resolve by modification and reporting

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPTMM4208 Construct prototypes and samples for timber structures	FWPTMM4201 Construct prototypes and samples	Updated workplace health and safety requirements and foundation skills; clarified intent of the	Equivalent unit

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		unit and assessment requirements; changed unit title and code for compliance and consistency with the updates.	

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPTMM4208 Construct prototypes and samples for timber structures

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 4.0.

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit. There must be evidence that, on at least one occasion, the individual has:

- constructed at least two prototypes or samples according to an individual work order and construction plan for two or more of the following types of timber structures:
  - roof, wall and floor frames/trusses
  - staircases
  - door and window frames
  - structural beams
  - specialised pallets or crates
- reviewed each prototype or sample for effectiveness of purpose and efficiency of construction methods
- completed a detailed and accurate report on construction processes, problems and recommended changes.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- health and safety hazards or risks related to constructing prototypes or sample for timber structures as identified through risk assessments, manufacturer technical information, regulations and industry health and safety guides
- workplace procedures specific to constructing prototypes and samples for timber structures:
  - health and safety, including the use of personal protective equipment (PPE)
  - use of equipment for prototype construction
  - communication reporting lines

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    - recording and reporting construction processes, problems and recommendations for change
- environmental protection practices for forest products factory settings:
    - reducing water and energy use
    - cleaning of plant, tools and equipment
    - disposing of, recycling and reusing timber and other waste
- timber species (native and imported), timber grades and treatments
- common timber characteristics, including defects, products and their uses
- construction sequences
- construction componentry and construction standards
- industry standard cross-sections and lengths
- tools, equipment and assembly hardware used to construct prototypes and samples of timber structures; their purpose, features and operation:
    - measuring equipment
    - assembly jigs
    - nail plate presses
    - nail and staple guns
    - compressor or compressed air supply
    - marking equipment
    - strapping equipment
    - nailing plates
    - gang nails
    - nail gun nails
    - staples.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
    - skills must be demonstrated in an environment that accurately represents workplace conditions
- resources, equipment and materials:
    - measuring equipment
    - assembly jigs
    - nail plate presses
    - staple guns
    - nail guns
    - compressor or compressed air supply
    - marking equipment
    - strapping equipment
    - assembly hardware

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  - temporary bracing
  - PPE suitable for constructing prototypes and samples
  - pre-cut sections of timber suitable for constructing prototypes and samples for timber structures
- specifications:
  - work order and construction plan with specifications for the assembly of prototypes and samples
  - template reports for recording construction processes, problems and recommendations for change
  - workplace procedures for constructing timber prototypes and samples, including health and safety and emergency procedures and environmental protection procedures.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPTMM5202 Develop, trial and evaluate prototypes

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Application

This unit of competency describes the outcomes required to develop, from design concepts, detailed prototype construction plans, specifications and work orders for use during trial construction phase. It also covers the outcomes required to coordinate the construction of prototypes and to complete evaluation and reporting requirements. Work is completed in a forest products factory setting.

The unit applies to Designer (Manufacturing and Engineered Wood Products), Production Manager (Timber Truss & Frame), Designer (Timber Truss & Frame)

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Timber Merchandising

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*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.*

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1. Develop prototype specifications	1.1 Access and interpret design concepts or specifications. 1.2 Prepare and document detailed prototype construction plans, specifications and work order for use during trial construction phase. 1.3 Specify prototype purpose and outline requirements from design concepts or customer requirements. 1.4 Complete a detailed analysis of options for materials and construction in line with organisational procedures and environmental protection practices. 1.5 Specify construction materials, requirements and methods based on option selected.
2. Plan and prepare prototype for construction	2.1 Source materials and hardware and other resources in line with site procedures and budgetary limits. 2.2 Assess and select suitable resources in line with options for materials detailed in prototype construction plan and specifications. 2.3 Source and select appropriate tools and equipment and check for operational effectiveness in line with manufacturer's recommendations. 2.4 Plan and document stages of the construction process. 2.5 Source, construct or prepare set-up jigs required for construction.
3. Produce the prototype	3.1 Monitor construction process to ensure construction plan is followed. 3.2 Ensure problems, issues, modifications and improvements are documented. 3.3 Analyse information in reports completed by construction personnel on prototype construction processes, problems, effectiveness of purpose and efficiency of construction methods. 3.4 Identify modifications or improvements to design and construction plan arising from construction of the prototype. 3.5 Evaluate results of construction process and make recommendations for future construction.
4. Trial and evaluate the prototype	4.1 Develop and document specific trial objectives and processes. 4.2 Inform personnel involved in the trial and evaluation of their responsibilities and functions. 4.3 Work with construction personnel to prepare and certify trial equipment, tools and materials prior to use. 4.4 Complete prototype trials in consultation with construction personnel. 4.5 Evaluate trial results, determine and document recommendations

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	for future production. 4.6 Maintain accurate records of trial and evaluation in line with organisational procedures.

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:	• experiment with prototypes and evaluate trial outcomes to inform new production possibilities.
Numeracy skills to:	• calculate detailed dimension specifications for prototypes and clearly represent in construction plans.
Oral communication skills to:	• provide clear and unambiguous production instructions to others • consult with and seek feedback from other personnel involved in trials.
Reading skills to:	• interpret detailed and unfamiliar design concepts and reports on construction processes and problems.
Writing skills to:	• produce unambiguous construction plans, specifications and work orders in a style and format easily understood by construction team • clearly and accurately report on evaluations of trial results • clearly represent rationale for recommended changes to future production requirements.
Planning and organising skills to:	• efficiently and logically manage operational logistics for production trials.
Problem-solving skills to:	• analyse construction problems, consider various solutions and determine recommended changes.
Teamwork skills to:	• take a lead role in managing a team of construction personnel.
Technology skills to:	• use a computer, keyboard and software to prepare construction plans, specifications, work orders and trial reports.

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
FWPTMM5202	FWPTMM5202	Minor typographical errors	Equivalent

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Code and title current version	Code and title previous version	Comments	Equivalence status
Develop, trial and evaluate prototypes Release 2	Develop, trial and evaluate prototypes Release 1	corrected.	unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPTMM5202 Develop, trial and evaluate prototypes

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- coordinate the construction and trialling of at least two prototypes/samples from the following sample list:
  - roof, wall and floor frames/trusses
  - staircases
  - door and window frames
  - structural beams
  - specialised pallets or crates
- develop, for each, an individual construction plan and work order to include details of:
  - construction methods and sequence
  - materials to be used and quantities
  - tools and equipment to be used
  - labour requirements
- evaluate trial results, for each prototype, and complete a detailed and accurate report for each, covering:
  - strength
  - durability
  - operational effectiveness against purpose
  - efficiency of construction methods
  - impact of the production process on the environment
  - recommendations for future production processes.
  -

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Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- prototype trialling and evaluation processes
- features, at an in-depth level of understanding, of timber products subject to trial and evaluation:
  - product purpose
  - options for materials
  - construction componentry and standards
  - construction methods and sequence
  - types of tools and equipment used for construction
- impacts of production process on the environment and environmental protection practices for:
  - reducing water and energy use
  - cleaning of plant, tools and equipment
  - disposing of, recycling and reusing timber and other waste
- certification requirements for trial equipment, tools and materials used during construction phase
- format, content and use of:
  - construction plans and specifications
  - work orders
  - reports evaluating trial outcomes
- organisational standards, policies and procedures for trialing and evaluating prototypes:
  - communication reporting lines for team involved in trials
  - certifying trial equipment, tools and materials
  - documenting plans and reports.

Assessment Conditions

The following resources must be made available:

- computers, keyboards and industry current software programs used to produce construction plans, work orders and reports evaluating trial outcomes
- comprehensive information about the design concept
- templates for:
  - construction plans and specifications
  - work orders
  - reports evaluating trial outcomes
  - certification documents
- relevant personnel for the purposes of communicating information
- organisational standards, policies and procedures for trialing and evaluating prototypes.

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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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPTMM5203 Generate and transfer complex computer-aided drawings and specifications

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 1	This version replaces equivalent unit FPITMM5203B Generate and transfer complex computer-aided drawings and specifications, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.

Application

This unit of competency describes the skills and knowledge required to prepare complex drawings using computer-aided techniques and capabilities including three-dimensional (3-D) modelling and exploded assembly drawings. Work involves the conversion of drawings for computer numerical control (CNC) applications in an engineered wood or timber product manufacturing facility.

The unit applies to individuals who work as timber product designers and production managers. They generally demonstrate autonomy, judgement and defined responsibility in known or changing contexts and within broad but established parameters.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Timber Merchandising

Elements and Performance Criteria

Elements	Performance Criteria

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for drawing	1.1 Identify type of drawings to be created with computer-aided design (CAD) systems and clarify where required with appropriate personnel 1.2 Select appropriate equipment and check for operational effectiveness according to manufacturer recommendations 1.3 Plan CAD process according to workplace procedures
2. Create exploded assembly drawings	2.1 Obtain and complete drawing preparations 2.2 Prepare 3-D models for all components 2.3 Create a perspective view of the model according to drawing specifications 2.4 Explode model, so all components are visible 2.5 Label all individual components according to workplace format 2.6 Complete quality checks to ensure the accuracy of outcomes 2.7 Store drawings according to workplace procedures
3. Create job sheets	3.1 Select and complete job sheet preparations 3.2 Set up job sheet template according to workplace formats 3.3 Create orthographic views and incorporate dimensions 3.4 Specify sequencing of machine operations and operator requirements 3.5 Prepare, review and test draft job sheets and amend as required 3.6 Store job sheets according to workplace procedures
4. Convert drawings for CNC applications	4.1 Identify and check conversion requirements from CNC machine specifications 4.2 Create layers and obtain additional information required for final conversion 4.3 Assign drawing entities to relevant layers 4.4 Convert drawings to the required file type 4.5 Store converted file according to workplace procedures 4.6 Record generation process and any equipment faults and report to appropriate personnel

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description

Reading	• Interpret detailed familiar and unfamiliar:
	  • workplace procedures for computer drawing activities
	  • templates
	  • CNC machine specifications

Writing	• Incorporate unambiguous notes, labels and instructions within drawings
Numeracy	• Calculate dimensions for product components and represent these in drawings
Navigate the world of work	• Understand main tasks, responsibilities and boundaries of own role
Interact with others	• Use modes of communication suitable for the purpose to confirm and clarify understanding
Get the work done	• Use a computer, keyboard and the system capabilities of CAD system software to generate and transfer complex drawings • Recognise and respond to routine problems

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPTMM5203 Generate and transfer complex computer-aided drawings and specifications Release 2	FWPTMM5203 Generate and transfer complex computer-aided drawings and specifications Release 1	Clarified intent of unit in application; updated foundation skills.	Equivalent unit

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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPTMM5203 Generate and transfer complex computer-aided drawings and specifications

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 1	This version replaces equivalent unit FPITMM5203B Generate and transfer complex computer-aided drawings and specifications, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit. There must be evidence that, on at least one occasion, the individual has:

- generated and transferred the following types of complex computer-aided design (CAD) drawings:
  - three-dimensional (3-D) models
  - one-, two- and three-point perspective drawings
  - orthographic and exploded views
  - plans
  - diagrams
  - charts
  - elevations
- incorporated the following drawing entities into four types of complex CAD drawings:
  - lines
  - arcs
  - circles
  - text
  - hatch
  - dimensions
  - labels
- converted each complex CAD drawing for use in computer numerical control (CNC) machining centres
- created a job sheet for each complex CAD drawing

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- completed a basic report on drawing processes and equipment faults for each complex CAD drawing.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- common products for which computer-aided drawings are produced, their features, use and standard material sizes
- ways in which computer-aided drawings are applied to CNC machines
- CNC specifications and sequencing of machine operations for the production of common products
- the drawing software:
  - available drawing types
  - system functions and capabilities
- methods to input and amend design factors and other data
- methods to:
  - prepare 3-D models
  - prepare perspective view
  - prepare orthographic view and incorporate dimensions
  - explode models
  - label components
  - convert drawings for CNC applications
  - store and retrieve drawings and job sheets
- formats for and inclusions of job sheets
- workplace procedures specific to producing drawings and documents using computers:
  - producing job sheets
  - filing computerised drawings and documentation.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - computers, keyboards and current software programs used to produce computer-aided drawings and job sheets
- specifications:
  - CNC machinery specifications
  - template job sheets
  - workplace procedures for producing drawings and documents using computers.

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Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPTMM5205 Optimise CNC operations

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 1	This version replaces equivalent unit FPITMM5201B Assess product feasibility of designs, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the skills and knowledge required to optimise the overall performance of computer numerical control (CNC) sizing machines and CNC machining and processing centres, to maximise production output in a timber manufacturing facility.

The unit applies to individuals who work as managers or supervisors in timber manufacturing facilities. They generally demonstrate autonomy, judgement and limited responsibility in known or changing contexts and within established parameters.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Timber Merchandising

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish optimal operating conditions	1.1 Review workplace health and safety requirements and emergency procedures, identify and report hazards and use personal protective equipment according to workplace requirements throughout the optimisation process 1.2 Assess production potential of system components 1.3 Analyse production orders and plans to identify sustained production requirements 1.4 Identify and analyse integration options to establish optimal integration model 1.5 Assess and record software and programming requirements to attain and maintain optimal integration
2. Prepare for software installation	2.1 Diagnose program format and operational purpose and identify specified applications 2.2 Check specifications for intended operating conditions 2.3 Check program instructions for compliance with specifications 2.4 Counter set software timers to specification
3. Install and integrate automatic process machine control programs	3.1 Select appropriate program loading technique 3.2 Connect external loading devices correctly to automatic process machine control system 3.3 Place machine control system in a correct operational mode to accept program loading 3.4 Download program according to manufacturer recommended procedure 3.5 Check during and after downloading to ensure accurate and complete data transfer 3.6 Disconnect external program loading devices and connections from process and machine control system 3.7 Complete integration protocols and actions
4. Commission automatic process and machine control program	4.1 Monitor operation of equipment using the program for accuracy and safe performance 4.2 Measure and check outputs for compliance with specifications and ensure maximum output 4.3 Check external inputs for compliance with specifications

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	4.4 Check total operation for compliance with specifications and resolve any issues 4.5 Identify location for storage of program master copy and store accordingly 4.6 Record installation and commissioning process and problems and report to appropriate personnel

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Interpret detailed and sometimes unfamiliar instructions for installing CNC software and commissioning machinery
Numeracy	• Interpret sizing specifications for machines, and monitor the operation of commissioned machines to ensure accurate calibration
Navigate the world of work	• Understand main tasks, responsibilities and boundaries of own role
Interact with others	• Use modes of communication suitable for the purpose to confirm and clarify understanding
Get the work done	• Use computerised operating controls for CNC machines to monitor accurate and safe performance • Recognise and respond to routine problems

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPTMM5205 Optimise CNC operations	FWPTMM5205 Optimise CNC operations	Updated workplace health and safety requirements and	Equivalent unit

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Release 2	Release 1	foundation skills; clarified the intent of unit and assessment requirements.	

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPTMM5205 Optimise CNC operations

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 1	This version replaces equivalent unit FPITMM5201B Assess product feasibility of designs, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit. There must be evidence that, on at least one occasion, the individual has:

- installed and commissioned computer numerical control (CNC) integrated software to attain and sustain optimal integration in CNC sizing machines or CNC machining and processing centres to produce different outputs
- checked that machine is operating safely according to its intended purpose and program and to maximum output
- completed a detailed and accurate report, for each installation, on the installation and commissioning process and problems encountered.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- health and safety hazards or risks, including personal protective equipment (PPE), related to optimising CNC operations as identified through risk assessments, manufacturer technical information, regulations and industry health and safety guides
- workplace procedures for optimising CNC operations:
  - health and safety requirements
  - installing software and commissioning machinery
  - recording and reporting on installation and commissioning processes and problems
- the CNC software:
  - program format and operational purpose

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  - compatibility of two or more sets of software
  - system functions and capabilities
  - methods to install and collate two or more sets of software information established through a common identifier
  - methods to maximise the program to optimise machine output
  - methods to commission machinery to operational specification
  - requirements for safe storage of program master copy
- the machinery being commissioned:
  - operational purpose and sizing specifications
  - maximum production capacity
  - methods to monitor the operation of commissioned machines and check calibration.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - CNC sizing machines and CNC machining and processing centres
  - CNC software programs
  - PPE suitable for optimising CNC machines and operations
- specifications:
  - production plans and information on production orders
  - machine sizing specifications
  - instructions for installing CNC software and commissioning machinery
  - template reports for installation and commissioning processes and problems
  - workplace procedures for installing software and commissioning machinery, including health and safety and emergency procedures.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPTMM5206 Plan production

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 1	This version replaces equivalent unit FPITMM5206B Plan production, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.

Application

This unit of competency describes the skills and knowledge required to plan and monitor production in a timber manufacturing facility.

The unit applies to individuals who manage or supervise production. They generally demonstrate autonomy, judgement and limited responsibility in known or changing contexts and within established parameters.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety regulations, legislation and standards that apply to the workplace.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish production requirements	1.1 Analyse workplace health and safety requirements, environmental protection practices, emergency procedures and regulatory requirements for timber production 1.2 Interpret data from sales and market forecasts for inclusion in the production plan 1.3 Analyse specifications and supporting data 1.4 Project requirements for product quantity, raw materials, quality and performance characteristics 1.5 Analyse and check production capacity of machines and personnel 1.6 Assess resources, including raw material supply requirements for production line
2. Prepare production plan	2.1 Review production procedures for suitability to the planned schedule 2.2 Source and check information to include in the production plan 2.3 Prepare production plan according to workplace formats 2.4 Evaluate inefficiencies and constraints and amend the final plan to incorporate improvements
3. Monitor implementation and modify the plan	3.1 Obtain and record production output details according to workplace procedures 3.2 Monitor and evaluate production and output against the plan to ensure production performance is efficient and effective 3.3 Record and action process improvements based on construction plans, components and hardware utilised 3.4 Modify plans to reflect stock, machine and human resource requirements or variations 3.5 Coordinate implementation of plan variations to ensure changed instructions and specifications are followed 3.6 Maintain production planning records and complete reports according to workplace procedures

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description

Numeracy	• Interpret and calculate complex numerical data to establish and vary production plans:
	  • sales forecasts
	  • production capacity and output of personnel and machines

Navigate the world of work	• Understand main tasks, responsibilities and boundaries of own role
Interact with others	• Use modes of communication suitable for the purpose to confirm and clarify understanding
Get the work done	• Source, collect and organise data to inform production plans • Plan and manage own timing and productivity to complete initial and amended production plans • Use a computer, keyboard and software to prepare plans and reports

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPTMM5206 Plan production Release 2	FWPTMM5206 Plan production Release 1	Clarified intent of unit in application; updated foundation skills.	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPTMM5206 Plan production

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 1	This version replaces equivalent unit FPITMM5206B Plan production, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit. There must be evidence that, on at least one occasion, the individual has:

- developed and documented whole of organisation comprehensive written production plans for a timber manufacturing facility
- evaluated production and output against productions plans
- produced written records of issues, and developed modified plans where required.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- workplace health and safety and environmental protection obligations according to applicable Commonwealth, state, territory or local government regulations relevant to timber production
- production planning and evaluation processes
- features, at an in-depth level of understanding, of timber products subject to production planning:
  - product purpose
  - quantity and quality of materials
  - construction componentry and standards
  - construction methods and sequence
  - types of tools and equipment used for construction
  - labour requirements
- impacts of the production process on the environment and environmental protection practices for:

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    - reducing water and energy use
    - cleaning of plant, tools and equipment
    - disposing of, recycling and reusing timber and other waste
- workplace production capacity of machines and labour
- format, content and use of:
    - sales and market forecasts
    - production plans
- data required for the development of production plans:
    - reports and information on production times
    - output
    - employment costs, including overtime
    - business overheads
    - projected orders
    - material costs, supply, contractual arrangements and preferred supplier arrangements
    - distribution times and costs
- methods for evaluating production and output against plans, and issues to be considered:
    - speed of output (effective or slow)
    - quality of the completed product, finish and dimensional consistency
    - cost against budgets
    - labour and machine capacity
    - out-of-stock and overstock situations
    - management of suppliers to maintain an efficient supply
- workplace procedures for documenting plans and reports.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
    - skills must be demonstrated in an environment that accurately represents workplace conditions
- resources, equipment and materials:
    - computers, keyboards, printers and software used to document plans and reports
- specifications:
    - comprehensive information about the operation of real or simulated business to determine production plans
    - template production plans
    - workplace procedures for recording plans and reports.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

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Links

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FWPTMM5207 Assess timber product designs for feasibility

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 4.0.

Application

This unit of competency describes the skills and knowledge required to systematically analyse, assess and determine the feasibility of timber product designs for use into a commercially viable production.

The unit applies to individuals who work as timber designers and production managers in a timber manufacturing facility. They generally demonstrate autonomy, judgement and defined responsibility in known or changing contexts and within broad but established parameters.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Timber Merchandising

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Analyse design objectives	1.1 Identify design purpose and investigate potential market for the product 1.2 Analyse intended production materials and processes

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
2. Determine design assessment criteria	2.1 Establish criteria for assessment of product material options 2.2 Establish criteria for assessment of product functionality 2.3 Establish criteria for assessment of production process options, considering the impact of these on production operations 2.4 Establish criteria for assessment of safety and potential liability issues 2.5 Establish criteria for assessment of costs and marketability 2.6 Determine weighting of scores for each criterion according to the importance of the issue
3. Apply the assessment criteria	3.1 Select potential and actual products competing in the marketplace for comparative purposes 3.2 Score and grade design against established criteria and record results 3.3 Score and grade competing products against the established criteria and record results 3.4 Record overall assessment results
4. Establish feasibility and options	4.1 Analyse assessment results for the design and competing products 4.2 Reject designs that show poor assessment results and provide no potential for variation 4.3 Identify designs that show poor assessment results but provide potential options for variation, and refer to appropriate personnel 4.4 Identify designs that satisfy criteria and indicate the potential for success 4.5 Conditionally endorse feasible designs, record conditions and refer to appropriate personnel 4.6 Record assessment outcomes and maintain and process reports according to workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

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Skill	Description
Writing	• Document qualitative and quantitative assessment criteria
Numeracy	• Calculate the total score for the assessment through simple addition
Navigate the world of work	• Source, collect and organise data to inform design assessment • Efficiently and logically manage operational logistics for the assessment process
Interact with others	• Use modes of communication suitable for the purpose to confirm and clarify understanding
Get the work done	• Use a computer, keyboard and software to prepare assessment documents and reports

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPTMM5207 Assess timber product designs for feasibility	FWPTMM5201 Assess product feasibility of designs	Updated range of products in performance evidence and foundation skills; clarified the intent of unit; updated frequency and volume of the performance evidence; changed unit title and code for consistency with the updates and compliance.	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPTMM5207 Assess timber product designs for feasibility

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 4.0.

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit. There must be evidence that, on at least one occasion, the individual has:

- assessed and determined the feasibility of designs for three or more of the following product types:
  - pallets
  - crates
  - trellises
  - stairs
  - doors
  - windows
  - frames
  - beams
  - roof trusses
  - floor systems
  - wall frames
  - panelised and modular prefabricated timber building systems
- developed a set of assessment criteria and weighted scoring system to include details of:
  - functionality
  - safety
  - environmental impacts of product use
  - environmental impacts of product production
  - cost-effectiveness of production
  - marketability
  - competitiveness with similar products on the market
- completed a detailed and accurate report for each assessment providing the outcomes.

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Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- product feasibility issues, including:
  - environmental impacts of product use and potential to minimise those impacts
  - functionality (ease of use and application together with its relevance for the desired purpose)
  - safety (potential to cause danger to someone or something and possibility for litigation against the enterprise)
  - environmental impacts of product production and the associated cost to the business
  - cost-effectiveness of the production
  - marketability (the potential for sale of the product)
  - competitiveness with similar products on the market
- sources of information on competitors' current products and price structure
- features, at an in-depth level of understanding, of production processes:
  - options for materials
  - construction methods and sequence
  - types of tools and equipment used for construction
- format, content and use of criteria for assessing the feasibility of designs:
  - qualitative and quantitative assessment criteria
  - scoring systems
  - weighting of scores according to the importance of the issue
- workplace procedures for:
  - determining design assessment criteria and completing assessments
  - communication reporting lines
  - recording and reporting assessment outcomes.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - computers, keyboards and software programs used to produce assessment documents and reports on assessment outcomes
  - workplace procedures for design assessment activities
  - comprehensive information about the design concept
  - templates for assessment documents and reports on assessment outcomes.

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Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPTMM5208 Manage timber product design

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 4.0.

Application

This unit of competency describes the skills and knowledge required to manage timber product design processes and design outcomes for production acceptance in a timber manufacturing facility.

The unit applies to individuals who work as timber designers and production managers. They generally demonstrate autonomy, judgement and defined responsibility in known or changing contexts and within broad but established parameters.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Timber Merchandising

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish design objectives and success factors	1.1 Collect and analyse information on design tasks 1.2 Establish and specify criteria and key success factors and indicators for design outcomes
2. Plan the design	2.1 Package design workload into discrete, manageable design work

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
activity	units 2.2 Evaluate scope of each design work unit and specify personnel and material resource requirements 2.3 Schedule work for design work units according to target achievement dates and resource constraints 2.4 Document design work plan, including key performance indicators, and gain approvals according to workplace procedures
3. Implement design work plan	3.1 Allocate human, material, equipment and system resources to particular design work units and tasks 3.2 Consult with designers to establish key performance indicators and direct to finalise work preparations and processes 3.3 Resolve coordination issues with supporting agencies and departments 3.4 Identify inhibitors to achieving appropriate designs, consider solutions and resolve 3.5 Complete progress reviews and provide support to designers to maintain technical design standards and achievement targets 3.6 Prepare and certify final designs as meeting the required specifications 3.7 Document and process final designs for client acceptance 3.8 Record design process and problems and report to appropriate personnel
4. Monitor and respond to design team performance	4.1 Monitor performance targets to assess progress, revise targets or provide assistance to achieve targets 4.2 Identify unsatisfactory performance and take prompt action to rectify 4.3 Provide mentoring and coaching to support individuals and teams through the design process 4.4 Negotiate and gain approval for recommended variations to plans 4.5 Manage systems, procedures and records for performance management according to workplace procedures

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Oral communication	• Develop rapport with and nurture ongoing positive relationships with design team members • Provide clear and unambiguous information to staff about roles, responsibilities, targets and performance expectations • Discuss unsatisfactory performance in a professional and constructive manner
Numeracy	• Determine the quantity of design work and deadlines, and divide work activities into manageable units • Calculate human, material, equipment and system resources required to achieve design outcomes
Navigate the world of work	• Source, collect and organise data to inform design work plans • Understand main tasks, responsibilities and boundaries of own role • Take responsibility for leading a design team and for team outcomes
Get the work done	• Use a computer, keyboard and software to prepare design work plans and performance management records

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPTMM5208 Manage timber product design	FWPTMM5204 Manage product design	Clarified intent of unit; updated foundation skills; changed unit title and code for consistency with the updates and compliance.	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPTMM5208 Manage timber product design

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 4.0.

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit. There must be evidence that, on at least one occasion, the individual has:

- managed timber product design according to design criteria and performance targets, including the establishment, planning, implementing and monitoring of the process
- determined, documented and communicated key performance indicators for the whole job and individual staff
- produced a written design work plan
- completed a basic report on the design process and problems encountered.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- content and application of applicable regulations for certifying final designs
- project management principles
- planning processes for a design job
- common products for which designs are produced, their features, use and individual design components
- design capacity of equipment and systems
- skill capabilities of design team members
- ways of breaking up design tasks into manageable parts for design team members, and methods to coordinate whole of job outcomes
- key performance indicators for design activities and methods of communicating these to team members:
  - producing designs in the time allocated
  - meeting specified design criteria
  - minimising the impact of production on the environment

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- format, content and use of:
  - design work plans
  - final designs
  - certification documents
  - records for performance management of team members
  - reports on design processes and problems
- methods to monitor and respond to team performance:
  - assessing skill capability and outputs
  - mentoring and coaching
  - conflict resolution and staff counselling
- workplace procedures for managing product designs:
  - communication reporting lines for design team
  - staff counselling
  - documenting design work plans and reports
  - certifying designs.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - computers, keyboards, printers and software used to document plans and reports
- specifications:
  - comprehensive information about the operation of a real or simulated design job to manage plans and outcomes
  - template design work plans, reports and certification documents
  - workplace procedures for managing product designs.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPTMM5209 Determine prefabricated timber building systems designs for compliance, manufacture and installation

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 4.0.

Application

This unit of competency describes the skills and knowledge required to determine design solutions for panelised and/or modular prefabricated timber building systems to meet structural and safety compliance, off-site manufacture and on-site installation. The main job functions are to facilitate collaborative design and achieve detailed and integrated design solutions for prefabricated timber building systems.

The unit applies to individuals who work as designers in a building design team. These include architects, design engineers, draftspersons, structural engineers, building services engineers, architectural technicians and timber systems designers from manufacturing plants. They demonstrate in-depth knowledge in a specific technical area and analyse, design and communicate solutions to sometimes complex problems.

In order to undertake this unit, individuals must have a relevant building design qualification or equivalent.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Elements and Performance Criteria

Elements	Performance Criteria

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Interact with supply chain stakeholders to design prefabricated timber building systems	1.1 Communicate with the developer during the design process to ensure that prefabricated timber building system is fully fit for purpose and meets client functional requirements 1.2 Use Building Information Modelling (BIM) system or similar and conduct further collaborative analysis with the fabricator, builder, component suppliers and regulators to achieve a design configuration that allows for lean processes during all stages of **timber building system life cycle**, meets regulations and does not complicate other design considerations 1.3 Ensure that the design accounts for fabrication capabilities 1.4 Implement a continuous improvement process during the design life of prefabricated timber building system to report, record and resolve issues
2. Determine design solutions and specifications for structural compliance	2.1 Identify the National Construction Code (NCC) Performance Requirements for structural robustness, which the prefabricated timber building system and its components need to satisfy 2.2 Discuss structural design actions with appropriate stakeholders to ensure that the prefabricated timber building system meets the minimum NCC structural requirements and performs without risks when used as intended through its design life 2.3 Obtain experimental and observational data for the strength of materials, structural components, connections or assemblies to determine design values, and consult with appropriate engineers to indicate the actual robustness and reliability of the physical building system 2.4 Contribute to the design verification for structural compliance and process documentation according to the NCC, standards and codes to facilitate design certification and approvals 2.5 Determine durability requirements for the materials of prefabricated timber building system according to the nominated design life and planned maintenance, and ensure that they are specified in design documentation for prefabricators
3. Determine design solutions and specifications for safety compliance	3.1 Determine early in the design process hazards to health and safety during all stages of prefabricated timber building system life cycle according to the workplace health and safety laws, regulations and the NCC 3.2 Determine and apply health and safety design control measures according to standards, codes and technical guides to eliminate or minimise health and safety risks during all stages of prefabricated

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	timber building system life cycle 3.3 Verify design documentation and ensure that health and safety provisions are specified for all stages of prefabricated timber building system life cycle according to standards, codes and technical guides 3.4 Verify design documentation and ensure that detailed maintenance provisions are specified for all components of the prefabricated timber building system being designed according to its intended functions
4. Determine design solutions and specifications for services	4.1 Identify the NCC Performance Requirements for fire resistance and acoustic and thermal properties, which the prefabricated timber building system and its components need to satisfy 4.2 Verify design documentation and ensure that intended materials, separations, insulations, fire warnings and fire-fighting management systems are specified for the required fire, acoustic, thermal and waterproofing performance according to standards, codes and technical guides 4.3 Use design control actions to mitigate any possible effects of transportation, handling, on-site installation or maintenance on the integrity of intended connections, insulations or materials 4.4 Determine early in the design phase where points of entry are required in the prefabricated timber building system, components and materials for services installation 4.5 Verify design documentation and ensure that installation and connections provisions are specified for each service according to standards, codes and technical guides 4.6 Ensure that all tolerances for the prefabricated timber building system and its components are specified in the design specifications according to standards to facilitate off-site manufacture and on-site installation 4.7 Verify and ensure that approval and compliance certification for installation of services, partitions and floor elements are performed to the appropriate standards for thermal, acoustic and fire performance and according to local requirements before on-site installation
5. Determine design solutions and specifications for transportation and on-site installation	5.1 Determine maximum dimensions and weight for the building system being designed to meet restrictions provided by vehicles, lifting plants, road configuration around the construction site and local regulations 5.2 Ensure that lifting requirements are specified for all stages of the prefabricated timber building system life cycle in the design

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	documentation, and they are according to the NCC to facilitate and maintain prefabricated timber building system integrity and adequate performance 5.3 Determine the effects of cargo restraints and exposure to acceleration forces on the strength (structural attributes) of prefabricated timber building system during transportation, and use design control actions to allow for the forces applied 5.4 Verify the design and ensure that necessary restraint conditions during transport and residual risks to the prefabricated timber building systems resulting from transportation are specified 5.5 Ensure that the sequence for the installation of prefabricated timber building systems and components is specified in design documentation

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Oral communication	• Communicate information verbally about complex, detailed technical design information
Numeracy	• Conduct complex structural design calculations
Navigate the world of work	• Monitor adherence to legal and industry standards and responsibilities
Interact with others	• Identify the perspectives of others as part of work role • Seek specialist input into problem-solving and decision-making
Get the work done	• Use three-dimensional models, BIM or computer-aided design tools to design, monitor design processes and access and organise complex design data

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPTMM5209 Determine prefabricated timber building systems designs for compliance, manufacture and installation	Not applicable	New unit	No equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPTMM5209 Determine prefabricated timber building systems designs for compliance, manufacture and installation

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 4.0.

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit. There must be evidence that the individual has assessed complete sets of timber building design documentation for two construction projects relating to different classes of buildings that, as defined in the National Construction Code (NCC), allow the use of one or more panelised or modular prefabricated timber building system types, including:

- cross-laminated timber floor and wall systems
- post and beam systems (Glulam, laminated veneer lumber)
- panelised floor cassette systems
- panelised wall systems (including cladding, insulation, windows or doors)
- panelised and pre-finished wall systems (inclining above, electrical, mechanical, plumbing or lining)
- pre-finished and fully finished timber-based modules

In doing the above, the individual has:

- determined and confirmed with stakeholders whether the design is fit for purpose and meets capabilities within the supply chain regarding prefabrication, storage, transportation and on-site installation
- determined the compliance requirements of physical prefabricated timber building system for:
  - structural robustness
  - durability
  - fire resistance and acoustic and thermal properties
  - health and safety hazards during all stages of the life cycle
  - transportation
- assessed whether the design provides adequate solutions to meet all compliance requirements, determining design actions according to standards to fill the design gaps

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- verified design considerations regarding services installation and mitigation of possible effects during transportation, handling, on-site installation or maintenance
- verified the level of provisions in design documentation to demonstrate or specify:
  - structural compliance
  - health and safety information for each stage of prefabricated timber building system life cycle
  - prefabricated timber building system and components maintenance during prefabricated timber building system design life
  - materials, separations, insulations, fire warnings, a fire-fighting management system for required fire, acoustic, thermal and waterproofing performance
  - installation and connections requirements for each service
  - tolerances for prefabricated timber building system and its components
  - lifting requirements for each stage of prefabricated timber building system life cycle
  - restraint conditions during transportation
  - installation sequence for prefabricated timber building systems and components.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- basic uses of BIM (Building Information Modelling) software or similar for sharing and coordinating information among stakeholders during the prefabricated timber building system life cycle
- principles of collaborative design analysis:
  - Design for Manufacture and Assembly
  - lean processes (off-site manufacture, storage, transportation and on-site installation)
  - Failure Mode and Effects Analysis
- readily available prefabrication technologies for different types of prefabricated timber building systems (two- and three-dimensional) and components including:
  - structural timber
  - cross-laminated timber
  - laminated veneer lumber
  - Glulam
  - I-Joists
  - floor trusses
  - services
  - windows, glazing and plasterboard
- relevant legislation, standards and technical design guides or codes for:
  - structural design of prefabricated timber buildings and systems
  - implementation of safe design principles
  - installation of hydraulic, electrical, mechanical, fire protection and acoustic systems

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  - transportation restrictions and load restraint requirements
- NCC Performance Requirements for prefabricated timber building systems as classified via their function:
  - structural robustness
  - structural safety
  - fire resistance, thermal performance and acoustic performance
- elements of valid approval and compliance processes with reference to:
  - NCC assessments, calculations and evidence requirements for controlling the risk of structural failure and safety
  - fire, acoustic, thermal resistance and waterproofing of prefabricated timber building systems for complying with standards
- considerations and industry-accepted design solutions for prefabricated timber building systems (including structural and non-structural timber components and connections) as required by NCC, standards and technical design guides for:
  - structural robustness, verification methods and traceability of risks
  - structural durability with reference to environmental and specific conditions affecting durability of timber components and connections, high-risk areas within the building structure (including bathroom and external walls), specific hazards (particularly insect and fungal attack, weathering, moisture exposure and fire) and solutions considering preservative treatments, moisture contents, weatherproofing insulations and cladding
  - fire engineering measures, sound propagation and thermal resistance with reference to structural deflection of fire-rated elements and use of fire, vibrational/acoustical and thermal insulations; relevant design procedure for joint/connections involving timber structures to retain the integrity of insulation, material and system while considering effects of transport, handling and installation processes on connections
  - acceptable tolerances for material quality, off-site manufacture and on-site installation
  - services installation including hydraulic, electrical, mechanical, fire protection and acoustic systems
  - health and safety risks about the off-site manufacture, storage, transportation, on-site installation, use and maintenance of prefabricated timber building system
  - transportation and lifting requirements with reference to different load characteristics and appropriate road trucks and cranes or lifting plants, factors influencing lifting stability, behaviour/fatigue of timber and connections to temporary lifting loads, load restraint methods and friction factors affecting strength resistance and structural response of prefabricated timber building system
- design provisions and technical specifications as required by the Safe Design of Structures Code of Practice, NCC and other standards and technical guides for any person who carries out work activities in relation to a prefabricated timber building system:
  - health and safety provisions
  - connections specifications
  - design tolerances and specifications
  - thermal, acoustic and fire compliance provisions
  - transport and handling modes including lifting and stacking specifications

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- installation sequencing provision
- maintenance provision.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- resources, equipment and materials:
  - timber building design documentation for two construction projects relating to different classes of buildings that allow the use of panelised or modular prefabricated timber building systems
  - computer with internet access and BIM software that is currently used in building design practices to view and print three-dimensional models, finite element models, two-dimensional computer-aided design drawings and design documentation
  - access to current legislation, standards, codes and technical design guides relevant to prefabricated timber building systems
- specifications:
  - access to relevant codes, standards and government regulations.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPTMM5210 Verify compliance and conformance of prefabricated timber building systems during manufacture

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 4.0.

Application

This unit of competency describes the skills and knowledge required to verify physical performance and compliance liability of panelised or modular prefabricated timber building systems and components during off-site manufacturing to ensure that delivered product matches the design specifications and regulatory obligations.

The unit applies to individuals who work as compliance officers, supervisors or managers in a prefabricated timber building systems manufacturing plant. Such individuals demonstrate deep knowledge in a specific technical area and analyse, design and communicate solutions to sometimes complex problems.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety regulations, legislation and standards that apply to the workplace.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Timber Manufactured Products

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to verify prefabricated timber building systems and components	1.1 Obtain and confirm production schedule, design documentation, plans, requirements, workplace health and safety requirements and established procedures relevant to the off-site manufacturing order 1.2 Identify certification and compliance requirements for prefabricated timber building system, components, materials and in-built services from design specifications or appropriate codes and standards 1.3 Identify tolerances for material quality, physical dimensions and service connections from design specifications 1.4 Prioritise and sequence verification work according to production schedules for completion within established timeframes 1.5 Consult appropriate personnel, testers and certifiers to coordinate verification work efficiently
2. Conduct verification for compliance and conformance	2.1 Verify that connections, structural components and physical dimensions of timber framing structure are appropriate for grade, thickness, tolerances and choice of materials according to minimum specified design requirements before installation services 2.2 Verify that provisions have been made for components including hydraulics, electrical and heating, ventilation, air conditioning mechanical services and plumbing 2.3 Ensure that partition/walls or floor elements are assembled according to design specifications, local codes and standards for minimising or eliminating continuity issues in the final, installed prefabricated timber building system 2.4 Verify regulated components including fire-rated walls or fire protection systems for conformance with performance requirements of relevant codes, standards and design specifications, and ensure that damage is minimised within the manufacturing environment 2.5 Ensure that any variations of material properties or system component decided during the off-site manufacture meet performance, design specification, relevant codes and standards 2.6 Ensure that off-site installation of services conform to the appropriate local standards and are approved before delivery to the construction site 2.7 Verify completed prefabricated timber building system to ensure that delivered product is safe for manual handling and meets design specifications and regulatory requirements

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
3. Report verification findings	3.1 Identify and report non-compliance and non-conformance issues according to established procedures 3.2 Make recommendations for rectifying compliance and conformance issues according to established procedures 3.3 Document completion of verification work according to established procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Read workplace documents that range in complexity
Navigate the world of work	• Apply knowledge of regulations, codes and standards relevant to compliance of prefabricated timber building systems • Monitor adherence to legal and industry standards and responsibilities
Interact with others	• Understand what to communicate, with whom and how in routine work situations • Provide relevant information to others as required
Get the work done	• Take responsibility for planning and organising own workload • Consider how to link own work with the work of others

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPTMM5210 Verify compliance and conformance of prefabricated	Not applicable	New unit	No equivalent unit

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timber building systems during manufacture			

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPTMM5210 Verify compliance and conformance of prefabricated timber building systems during manufacture

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 4.0.

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit. There must be evidence that, on at least three occasions, the individual has verified compliance and conformance of prefabricated timber building systems during manufacture for one or more of the following panelised or modular prefabricated timber building system types:

- cross-laminated timber floor and wall systems
- post and beam systems (Glulam, laminated veneer lumber)
- panelised floor cassette systems
- panelised wall systems (including cladding, insulation, windows or doors)
- panelised and pre-finished wall systems (inclining above, electrical, plumbing, mechanical or lining)
- pre-finished and fully finished timber-based modules

In doing the above, the individual has:

- implemented workplace health and safety procedures and practices during the compliance and conformance verification operation
- prioritised verification work according to production schedules
- verified relevant documentation and conducted audits correctly and efficiently against design specifications, local codes and standards for any of the following:
  - connections, structural components and physical dimensions of timber framing structure regarding grade, thickness, tolerances and choice of materials
  - services equipment including hydraulic, electrical and heating, ventilation, and air conditioning (HVAC) mechanical
  - partition/walls or floor elements of the structure
  - fire-rated walls or fire protection systems
  - variations of material properties or system component from design specifications
  - off-site installation of services
  - completed timber building system

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- identified non-conformant or non-compliant components of timber building systems
- recommended appropriate corrective actions
- reported legibly and accurately.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- workplace health and safety procedures and practices related to the work activity
- provisions for components including hydraulics, electrical and HVAC mechanical services and plumbing
- verification procedures for product compliance and conformance in the manufacture of prefabricated timber building systems
- elements of valid and efficient manufacturing inspections, verifications and certification processes as outlined in national and international standards
- methods of verifying product quality (actual versus claimed quality) and compliance with the National Construction Code in regards to Performance Requirements
- certification requirements for thermal, acoustic and fire performance of partition and floor elements
- fire rating testing techniques
- certification requirements for hydraulics, electrical and HVAC mechanical services according to standards and manufacturer requirements
- hazards and risks associated with manual handling of prefabricated timber building systems that generally arise from off-site manufacture, including:
  - cut metal edges
  - exposed screw tips and nails
  - abrasion of insulation materials resting on metal edges
  - pinch points in connections
  - surfaces that can retain rainwater
- inspection reports and sign-off procedures as accepted by the industry or established within the workplace.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - computers, keyboards, printers and software used to produce and maintain compliance system records and reports
- specifications:
  - access to industry-specific compliance standards and design documentation

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- access to production schedules
- access to comprehensive real or simulated certificates, test documentation and product/manufacturer specifications
- access to template inspection reports
- access to workplace policies and procedures for documenting and signing off inspections of product compliance and conformance.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPWPP2201 Cut panels

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP2201B Cut panels, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to cut panels to size with a power driven saw. Work is completed in a forest products factory setting and includes operator maintenance.

The unit applies to production workers who cut panels in a forest and wood products factory setting and includes operator maintenance.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for cutting	1.1 Review work order and where required check with appropriate personnel. 1.2 Obtain type and quantity of material to be cut from storage location. 1.3 Select appropriate personal protective and other equipment and check for operational effectiveness.

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	1.4 Plan material cutting patterns and saw set-up sequences in line with work order.
2. Cut material to size or angle	2.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Mark up material and set stops in preparation for cutting. 2.3 Follow cutting sequence and patterns to produce required quantity. 2.4 Check cuts for length and angle within set tolerances. 2.5 Dispose of incorrect cuts, off cuts and defective material in line with environmental protection practices. 2.6 Stack material safely in designated location in line with work order.
3. Complete operator maintenance	3.1 Follow organisational safety procedures to lock out equipment. 3.2 Check saw blades for bluntness or damage. 3.3 Remove and replace saw blades in line with manufacturer's recommendations. 3.4 Dispose of used blades in line with environmental protection practices. 3.5 Keep machine clear of dust and debris in line with organisational safety procedures. 3.6 Record and report production outcomes, equipment faults and maintenance requirements 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.	
Numeracy skills to:	• identify quantities of required material within work orders and count numbers of panels to be sawn • complete basic calculations of required length and angle to determine saw set up • measure finished dimensions against specifications and appropriate tolerances.
Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders.
Reading skills to:	• interpret: • workplace health and safety and other organisational procedures

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	• work orders • manufacturer's instructions and maintenance recommendations.
Writing skills to:	• complete accurate basic records for production outcomes, equipment faults and maintenance requirements.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIWPP2201B Cut panels

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP2201 Cut panels

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP2201B Cut panels, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- produce cut panels in line with an individual work orders that prescribe different lengths and tolerances and number of panels for each job; types of material includes:
  - medium density fibreboard
  - laminated veneer
  - chipboard
  - fibreboard
  - plywood
  - continuous ply
- across the above jobs, complete cutting patterns and sequences for single straight cuts and angles requiring one cutting pass set for multiple cuts of the same size
- for each of the above jobs, stack batches of cut panels in storage location according to common length and width
- after each of the above jobs, complete operator maintenance on the saw used.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- environmental protection practices for forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment

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    - disposing of, recycling and reusing timber and other waste
- storage layout and categories for:
    - raw materials
    - stacking finished panels
- typical timber panel defects and how they affect ability to produce quality sawn panels:
    - warp
    - wane
    - cupping
    - shakes
    - insect defects
    - knots
    - resin pockets
- cutting patterns and sequences for single straight cuts and angles requiring one cutting pass
- range of industry standard lengths, cross sections and tolerances and applicable terminology
- purpose, features and operation of equipment used to cut panels:
    - measuring equipment
    - manually controlled docking and trimming saws
    - band saws
    - bench saws
    - panel saws
    - saws with adjustable angle
    - saws with one or multiple blades
    - table saws
- methods for assessing saw blade condition and completing basic non-specialist repair and maintenance for saws
- organisational procedures specific to cutting panels:
    - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
    - communication reporting lines
    - recording and reporting production outcomes, equipment faults and maintenance requirements.
    -

Assessment Conditions

The following resources must be made available:

- tools and equipment for cutting panels:
    - measuring equipment
    - saws which must include one or more of the following:

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    - manually controlled docking and trimming saws
    - band saws
    - bench saws
    - panel saws
    - saws with adjustable angle
    - saws with one or multiple blades
    - table saws
- maintenance tools and equipment for saws
- consumable saw blades
- personal protective equipment suitable for cutting panels
- commercial timber which must include one or more of the following:
    - medium density fibreboard
    - laminated veneer
    - chipboard
    - fibreboard
    - plywood
    - continuous ply
- manufacturers' instructions for use and maintenance of equipment
- work order for cutting activities with specific instructions for cutting and storing panels
- template documents for recording production outcomes, equipment faults and maintenance requirements
- relevant personnel for the purposes of communicating information
- organisational procedures for cutting panels.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPWPP2202 Surface treat raw board

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP2202B Surface treat raw board, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to surface treat raw boards with chemical systems using spray boom equipment to temper wood panel products.

The unit applies to production workers who surface treat raw board in a forest and wood products factory setting.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for treating	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate personal protective equipment and check for operational effectiveness. 1.3 Obtain type and quantity of raw boards for surface treatment from storage. 1.4 Select suitable feed rates and chemical products for material being

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	surface treated and plan process in line with work order.
2. Use equipment to surface treat raw boards	2.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Apply surface treatment, monitor and adjust additive flow rates continually. 2.3 Check spray operations continually; clear blockages and filters while maintaining spray coverage. 2.4 Check boards regularly for surface quality and contamination; take corrective action where required. 2.5 Remove defective boards from treatment process and review for disposal or re-treatment. 2.6 Dry material and stack safely in designated location.
3. Shut down and clean equipment	3.1 Coordinate shutdown procedures with other line operators in line with organisational safety procedures. 3.2 Turn off pumps and flush equipment in line with manufacturer's instructions. 3.3 Dispose of excess chemicals and flushing liquid in line with environmental protection practices. 3.4 Store equipment and chemicals in line with organisational procedures. 3.5 Record and report production outcomes and equipment faults 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.	
Numeracy skills to:	• identify quantities of required material within work orders and count numbers of raw boards •
Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders.
Reading skills to:	• interpret: • workplace health and safety and other organisational procedures • work orders

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	• safety data sheets for surface treatment chemicals • manufacturers' instructions.
Writing skills to:	• complete accurate basic records for production outcomes and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.
Problem-solving skills to:	• identify and dispose of defective boards or rectify • identify processing problems and faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select and use appropriate personal protective equipment for treating boards with chemicals • efficiently and safely operate spray boom equipment.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIWPP2202B Surface treat raw board

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP2202 Surface treat raw board

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP2202B Surface treat raw board, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- surface treat raw boards in line with individual work orders for each job; types of board to treat includes:
  - medium density fibreboard
  - core for laminated veneer
  - chipboard
  - fibreboard
  - plywood
- at the completion of each of the above jobs:
  - shut-down and clean equipment in line with organisational safety procedures
  - dispose of excess chemicals in line with environmental protection practices
  - safely store unused chemicals
  - stack finished boards in storage location according to common size, thickness, length and surface treatment.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- environmental protection practices for surface treating raw boards:
  - reducing water and energy use

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    - cleaning plant, tools and equipment
    - disposing of, recycling and reusing timber
    - disposing of hazardous substances
- storage layout and categories for:
    - raw materials
    - stacking finished boards
- characteristics of timber panels and the effects of chemical treatment including:
    - medium density fibreboard
    - core for laminated veneer
    - chipboard
    - fibreboard
    - plywood
- properties, at a basic level of understanding, of chemicals used for surface treating raw boards and their purpose
- methods used to safely store chemicals
- typical work flow processes for surface treating raw boards
- purpose, features, operation, shut down and cleaning of compressor driven spray boom equipment
- range of appropriate chemical flow rates to avoid equipment blockages and optimise quality and quantity of production output
- organisational procedures specific to surface treating raw boards:
    - workplace health and safety with particular emphasis on equipment lock out, use of personal protective equipment and handling hazardous substances
    - communication reporting lines
    - recording and reporting production outcomes and equipment faults.

Assessment Conditions

The following resources must be made available:

- compressor driven spray boom equipment
- personal protective equipment suitable for surface treating raw boards
- raw boards which includes one or more of the following:
    - medium density fibreboard
    - core for laminated veneer
    - chipboard
    - fibreboard
    - plywood
- surface treatment chemicals
- manufacturers':
    - safety data sheets for surface treatment chemicals
    - instructions for equipment use

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  - recommendations for cleaning equipment
- work order with specific instructions for chemical treatment of timber panel products
- template documents for recording production outcomes and equipment faults
- relevant personnel for the purposes of communicating information
- organisational procedures for surface treating raw boards.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPWPP2203 Repair veneer and ply

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP2203B Repair veneer and ply, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to assess and fill single thickness veneer, panel products and manufactured plywood to an acceptable level for continued use.

The unit applies to production operators and technicians who repair veneer and ply in a forest and wood products factory setting.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for repair	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate repair and personal protective equipment and check for operational effectiveness. 1.3 Obtain type and quantity of material to be repaired from veneer or plywood production process.

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	1.4 Select filler appropriate to work order.
2. Fill material	2.1 Follow organisational safety procedures throughout all repair processes. 2.2 Mix filler in line with manufacturer's instructions or obtain required quantity of pre-mixed filler. 2.3 Inspect veneer, panel or plywood for splits, voids and splintered or missing edges and mark for filling. 2.4 Apply filler to voids and allow to dry for sanding. 2.5 Apply mending tape to splits to retain veneer integrity.
3. Redistribute material	3.1 Regrade repaired veneer, panel and plywood in line with organisational procedures and industry standards. 3.2 Direct material to storage or processing operations in line with organisational procedures. 3.3 Dispose of irreparable material and excess filler in line with environmental protection practices. 3.4 Clean work area and store unused filler in line with organisational safety procedures. 3.5 Record and report production outcomes 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.	
Numeracy skills to:	• identify quantities of required material for repair within work orders and count amounts • complete basic calculations for quantity of filler and mending tape to meet production requirements • calculate routine mixing ratios for fillers.
Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • safety data sheets for fillers
	  • manufacturers’ instructions.

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Writing skills to:	• complete accurate basic records for production outcomes.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and repair work using work order to guide activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIWPP2203B Repair veneer and ply

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP2203 Repair veneer and ply

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP2203B Repair veneer and ply, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- complete repairs in line with individual work orders for the following types of material:
  - single thickness veneer
  - panel products
  - manufactured plywood
  - select and use the appropriate filler to complete repairs
- complete repairs for the following types of defects:
  - splits
  - voids
  - splintered and missing edges
- for each of the above jobs, visually inspect materials and re-classify their quality and use after repair.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- environmental protection practices for repairing veneer and ply:
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing timber

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    - disposing of hazardous substances
- typical flow of material supply in and out of the repair area
- features of typical defects in single thickness veneer, panel products and manufactured plywood:
    - splits
    - voids
    - splintered and missing edges
- typical work flow processes and repair techniques used to fill veneer, panel and plywood to an acceptable level for continued use
- properties, at a basic level of understanding, of fillers and their uses for repairing veneer, panel and plywood:
    - ready to use pre-mix fillers
    - two part fillers
    - waxes
- methods used to:
    - mix fillers
    - safely store fillers
- key features of and applicable terminology for industry standard grades for re-classifying quality of repaired veneer, panel and plywood
- organisational procedures specific to repairing veneer and ply:
    - workplace health and safety with particular emphasis on use of personal protective equipment and handling hazardous substances
    - communication reporting lines
    - recording and reporting production outcomes.

Assessment Conditions

The following resources must be made available:

- tools and equipment for repairing veneer and ply
- personal protective equipment suitable for repairing veneer and ply
- single thickness veneer, manufactured plywood and panel products; panels must include one or more of the following:
    - medium density
    - fibreboard
    - chipboard
    - fibreboard
- fillers which must include one or more of the following:
    - ready to use pre-mix fillers
    - two part fillers
    - waxes
- mending tape

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- manufacturers':
  - instructions for use equipment
  - safety data sheets for fillers
- work order with specific instructions for repairing veneer and ply
- template documents for recording production outcomes
- relevant personnel for the purposes of communicating information
- organisational procedures for repairing veneer and ply.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPWPP2204 Repair veneer mechanically

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP2204B Repair veneer mechanically, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to assess and patch single thickness veneer mechanically to an acceptable level for continued use.

The unit applies to production workers who repair veneer mechanically in a forest and wood products factory setting.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for repair	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate personal protective equipment and check for operational effectiveness. 1.3 Obtain type and quantity of material to be repaired from the veneer production process.

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	1.4 Select patch strips in line with work order.
2. Patch veneer	2.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Complete pre start-up equipment checks to ensure operational effectiveness. 2.3 Set equipment controls and coordinate veneer flow with other operators to ensure minimal downtime. 2.4 Inspect veneer defects, cut patch strips minimising wastage and feed into machine. 2.5 Position veneer sheets to accept patch, and process. 2.6 Position out-feed bins or trays to collect repaired veneer and clear regularly. 2.7 Patch manually where mechanical process is not possible.
3. Redistribute material	3.1 Grade patched veneer in line with organisational procedures and industry standards. 3.2 Direct material to storage or processing operations in line with organisational procedures. 3.3 Dispose of irreparable material and excess patch strips in line with environmental protection practices. 3.4 Clean work area and store unused patch strips in line with organisational safety procedures. 3.5 Record and report production outcomes and equipment faults 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.	
Numeracy skills to:	• identify quantities of required material for repair within work orders and count amounts • complete basic calculations for quantity of patch strip to meet production requirements • measure and cut patch strips to appropriate length for areas to be repaired.
Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders.

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Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' instructions.

Writing skills to:	• complete accurate basic records for production outcomes and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and repair work using work order to guide activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIWPP2204B Repair veneer mechanically

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP2204 Repair veneer mechanically

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP2204B Repair veneer mechanically, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- repair veneer mechanically in line with an individual work orders that prescribe repair requirements and quantities for each job
- complete repairs for the following types of defects:
  - splits
  - splintered and missing edges
- for each of the above jobs, visually inspect veneer and re-classify its quality and use after repair.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- environmental protection practices for repairing veneer mechanically:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing timber and excess patch strips
- typical flow of material supply in and out of the repair area
- features of typical defects in single thickness veneer:
  - splits
  - splintered and missing edges

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- typical work flow processes and repair techniques used to patch veneer to an acceptable level for continued use
- purpose, features and operation of veneer patching machinery
- key features of and applicable terminology for industry standard grades for re-classifying quality of repaired veneer
- organisational procedures specific to repairing veneer mechanically:
  - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
  - communication reporting lines
  - recording and reporting production outcomes and equipment faults.

Assessment Conditions

The following resources must be made available:

- veneer patching machinery with out-feed bins or trays
- personal protective equipment suitable for repairing veneer mechanically
- commercial single thickness veneer
- consumable veneer patch strips lined with an adhesive heat reactive backing
- manufacturers' instructions for use of equipment
- work order with specific instructions repairing veneer mechanically
- template documents for recording production outcomes and equipment faults
- relevant personnel for the purposes of communicating information
- organisational procedures for repairing veneer mechanically.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPWPP2205 Prepare chip or fibre blends

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP2205B Prepare chip or fibre blends, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required produce chip and fibre blends in readiness for the production of panel products. It includes operating a mixing system, monitoring production flow and completing operator maintenance.

The unit applies to production workers who prepare chip or fibre blends in a forest and wood products factory setting. It includes operating a mixing system, monitoring production flow and completing operator maintenance.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for mixing	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate personal protective equipment and check for operational effectiveness. 1.3 Select type and quantity of glue and other ingredients in line with

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	work order. 1.4 Plan mixing process in line with work order.
2. Mix ingredients	2.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Start and adjust ingredient mixing and feed systems to produce chip or fibre blend; check blend production regularly. 2.3 Monitor additive levels and replenish in line with mixing process requirements. 2.4 Take test samples of mix regularly in line with organisational procedures. 2.5 Keep material chutes free of blockages and where required correct system leakages.
3. Complete operator maintenance	3.1 Follow organisational safety procedures to lock out equipment. 3.2 Flush clean mixing systems and components in line with manufacturer's recommendations. 3.3 Isolate blender system and clean in line with and environmental protection practices. 3.4 Dispose of excess glue in line with environmental protection practices and store unused glue. 3.5 Keep machine clear of dust and debris in line with organisational safety procedures. 3.6 Record and report production outcomes and equipment faults 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.	
Numeracy skills to:	• identify quantities of glue and other ingredients within work orders and count amounts • calculate routine mixing ratios for glue and other ingredients.
Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders.
Reading skills to:	• interpret: • workplace health and safety and other organisational procedures

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	• work orders • safety data sheets for glue • manufacturers' instructions and maintenance recommendations.
Writing skills to:	• complete accurate basic records for production outcomes and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.
Problem-solving skills to:	• identify processing problems and faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select and use relevant personal protective equipment for preparing chip or fibre blends • efficiently and safely operate mixing systems.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIWPP2205B Prepare chip or fibre blends

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP2205 Prepare chip or fibre blends

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP2205B Prepare chip or fibre blends, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- prepare blends in line with individual work orders that prescribe different quantities for each job; types of blend include:
  - chip blend
  - fibre blend
- use water based and resin glues:
- across the above jobs, monitor and adjust the feed system with consideration given to:
  - white water
  - stock level
  - fibre consistency
  - feed level
  - steam flow
  - raw water
  - noise
  - power consumption.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- environmental protection practices for preparing chip and fibre blends:

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    - reducing water and energy use
    - cleaning plant, tools and equipment
    - disposing of hazardous substances
- storage layout and categories for:
    - raw materials
    - finished blends
- typical flow of material supply in and out of the blending area
- typical work flow processes for preparing chip and fibre blends
- methods used to:
    - mix glues
    - blend wood chips and glue
    - test samples of mix for consistency
    - safely store glue
- purpose, features, operation and basic non-specialist maintenance of equipment used to prepare chip and fibre blends:
    - mixer with pre-programmed mix quantities and cycles with manually controlled feed, blender and transfer systems
- organisational procedures specific to preparing chip and fibre blends:
    - workplace health and safety with particular emphasis on equipment lock out, use of personal protective equipment and handling hazardous substances
    - communication reporting lines
    - recording and reporting production outcomes and equipment faults.

Assessment Conditions

The following resources must be made available:

- mixer with pre-programmed mix quantities
- personal protective equipment suitable for preparing chip and fibre blends
- wood chips
- glue which must include one or more of the following:
    - water based
    - resin based
    - synthetic
- recipes for blending chips and fibre using glue
- manufacturers':
    - safety data sheets
    - instructions for equipment use
    - recommendations for maintaining equipment
- work order with specific instructions for the preparation of chip or fibre blends
- template documents for recording production outcomes and equipment faults
- relevant personnel for the purposes of communicating information

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- organisational procedures for preparing chip and fibre blends.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPWPP2206 Prepare veneer for ply

Modification History

Release	Comment
1	Replaces equivalent FPIWPP2206B Prepare veneer for ply, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to assemble multiple layers of veneer to form plywood panel.

The unit applies to production workers who prepare veneer for ply in a forest and wood products factory setting.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for assembly	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate personal protective equipment and check for operational effectiveness. 1.3 Obtain type and quantity of material to be assembled from veneer production process.

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	1.4 Select production process in line with work order.
2. Bond veneers	2.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Complete pre start-up equipment checks to ensure operational effectiveness. 2.3 Adjust spreader stations to provide material delivery in line with required board cross-section distribution. 2.4 Apply glue to cross-grain veneer evenly and adjust glue feed, spread and tack levels regularly to achieve desired result. 2.5 Select and assemble cross-grain and long-grain veneer in required sequence. 2.6 Position veneer and feed according to required sequence, minimising gaps and mismatched edges. 2.7 Transfer completed assemblies for pressing.
3. Redistribute material	3.1 Grade assembled ply in line with organisational procedures and industry standards. 3.2 Direct material to storage or processing operations in line with organisational procedures. 3.3 Dispose of sub-standard material and excess glue in line with environmental protection practices. 3.4 Clean work area and store unused glue in line with organisational safety procedures. 3.5 Record and report production outcomes and equipment faults 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.	
Numeracy skills to:	• identify quantities of required material within work orders and count amounts • read and adjust basic numerical machine settings to apply correct quantities of glue.
Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders.
Reading skills to:	• interpret: • workplace health and safety and other organisational

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	procedures • work orders • safety data sheets for glue • manufacturers' instructions.
Writing skills to:	• complete accurate basic records for production outcomes and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIWPP2206B Prepare veneer for ply

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP2206 Prepare veneer for ply

Modification History

Release	Comment
1	Replaces equivalent FPIWPP2206B Prepare veneer for ply, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- complete production jobs to bond sheets of veneer in line with individual work orders for each job that prescribe:
  - varying thickness of sheets of veneer to be used
  - varying numbers of layers of veneer to be bonded
  - varying quantities of assembled ply to be produced
- for each of the above jobs, visually inspect assembled ply and grade according to industry and organisational standards.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- environmental protection practices for forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing timber
  - disposing of hazardous substances
- typical flow of material supply in and out of the veneer production area
- typical work flow processes and techniques used to bond sheets of veneer
- purpose, features and operation of ply assembly tables and glue spreading stations

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- appropriate parameters for rate of glue feed, spread and tack levels and effects of weather conditions on glue properties
- methods used to safely store glue
- key features of and applicable terminology for industry standard grades for assembled ply
- organisational procedures specific to preparing veneer for ply:
  - workplace health and safety with particular emphasis on equipment lock out, use of personal protective equipment and handling hazardous substances
  - communication reporting lines
  - recording and reporting production outcomes, equipment faults and maintenance requirements.

Assessment Conditions

The following resources must be made available:

- ply assembly tables with glue spreading stations
- personal protective equipment suitable for preparing veneer for ply
- a diverse range of commercial single thickness veneer of varying thicknesses
- glue mix
- manufacturers':
  - instructions for equipment use
  - safety data sheets for glue
- work order with specific instructions for preparing veneer for ply
- template documents for recording production outcomes and equipment faults
- relevant personnel for the purposes of communicating information
- organisational procedures for preparing veneer for ply.

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

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FWPWPP2207 Scarf edges of veneer

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP2207B Scarf edges of veneer, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to overlap the end or edge of one piece of veneer over the end or edge of another (scarfing) to optimise its use in readiness for bonding to panel products.

The unit applies to production workers who scarf edges of veneer in a forest and wood products factory setting and includes operator maintenance.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for scarfing	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate personal protective equipment and check for operational effectiveness. 1.3 Obtain type and quantity of veneer to be scarfed from veneer production process.

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	1.4 Plan scarfing sequence and angle in line with work order.
2. Scarf veneer	2.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Complete pre start-up equipment checks to ensure operational effectiveness. 2.3 Set machine functions and feed rate for optimal product recovery. 2.4 Select scarfing method in line with veneer being joined. 2.5 Position veneer and feed at appropriate rate for machine speed and capacity, veneer condition and thickness. 2.6 Scarf veneer to specification and assess veneer visually throughout scarfing process for strength and production defects. 2.7 Coordinate out-feed to ensure efficient recovery of scarfed material.
3. Redistribute material	3.1 Assess joins and grade scarfed veneer in line with organisational procedures and industry standards. 3.2 Direct material to storage or processing operations in line with work order. 3.3 Dispose of sub-standard material in line with environmental protection practices. 3.4 Clean work area in line with organisational safety procedures.
4. Complete operator maintenance	4.1 Follow organisational safety procedures to lock out equipment. 4.2 Check cutters or blades for bluntness or damage. 4.3 Remove and replace cutters or blades in line with manufacturer's recommendations. 4.4 Keep machine clear of dust and debris in line with organisational safety procedures. 4.5 Record and report production outcomes, equipment faults and maintenance requirements 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.	
Numeracy skills to:	• identify quantities of required material within work orders and count amounts of veneer to be processed • complete routine calculations for angle of joins

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	• calculate feed rate to optimise quality and quantity of production output.
Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' instructions and maintenance recommendations.

Writing skills to:	• complete accurate basic records for production outcomes, equipment faults and maintenance requirements.
Planning and organising skills to:	• logically sequence the stages of preparation and production using work order to guide activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIWPP2207B Scarf edges of veneer

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP2207 Scarf edges of veneer

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP2207B Scarf edges of veneer, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- scarf veneer in line with individual work orders that prescribe different lengths, widths, thicknesses and quantities for each job.
- for each of the above jobs, visually inspect veneer to re-classify its quality and use after scarfing.
-

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- environmental protection practices for forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing veneer and other waste
- typical flow of material supply in and out of the veneer scarfing area
- typical work flow processes and veneer scarfing techniques for optimising sheet sizes
- appropriate range of feed rates to produce specified joins and quality finish
- methods used to visually assess condition of veneer for strength and typical production defects:
  - overlaps

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  - gaps
  - veneer faults
  - joining spacing's
- key features of industry standard grades for re-classifying quality of scarfed veneer and applicable terminology
- purpose, features and operation of equipment used to scarf edges of veneer:
- specialised scarfing machines
- lifting equipment
- methods for assessing cutter and blade condition and completing basic non-specialist repair and maintenance for scarfing machines
- organisational procedures specific to scarfing edges of veneer:
  - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
  - communication reporting lines
  - recording and reporting production outcomes, equipment faults and maintenance requirements.

Assessment Conditions

The following resources must be made available:

- specialised scarfing machine
- continuous conveyor belt system
- lifting equipment
- maintenance tools and equipment
- consumable cutters and blades
- personal protective equipment suitable for scarfing veneer
- commercial veneer
- manufacturers' instructions for use and maintenance of equipment
- work order for with specific instructions for the scarfing of veneer
- template documents for recording production outcomes, equipment faults and maintenance requirements
- relevant personnel for the purposes of communicating information
- organisational procedures for scarfing veneer.

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

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- 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

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FWPWPP2208 Cut veneer

Modification History

Release	Comment
1	Replaces equivalent FPIWPP2208B Cut veneer, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to cut veneer to width and length in readiness for bonding to panel products.

The unit applies to production workers who cut veneer in a forest and wood products factory setting.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for cutting	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate personal protective equipment and check for operational effectiveness. 1.3 Obtain type and quantity of veneer to be cut from veneer production process.

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	1.4 Select cutting process and plan in line with work order.
2. Operate equipment to cut veneer	2.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Complete pre start up equipment checks to ensure operational effectiveness. 2.3 Coordinate conveyor and guillotine operation with veneer production. 2.4 Select optimal cutting positions to minimise defects and maximise full width sheets. 2.5 Complete cutting and monitor conveyor feed rate regularly for material flow problems. 2.6 Cut veneer to specification and assess veneer visually throughout cutting process for strength, gaps and defects.
3. Redistribute material	3.1 Direct material to storage or processing operations in line with organisational procedures. 3.2 Dispose of incorrect cuts, off cuts and defective material in line with environmental protection practices. 3.3 Clean work area in line with organisational safety procedures. 3.4 Record and report production outcomes and equipment faults 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.	
Numeracy skills to:	• identify quantities of required material within work orders and count amounts of veneer to be processed • complete basic calculations of required length and width to determine equipment set up.
Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' instructions.

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Writing skills to:	• complete accurate basic records for production outcomes and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIWPP2208B Cut veneer

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP2208 Cut veneer

Modification History

Release	Comment
1	Replaces equivalent FPIWPP2208B Cut veneer, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- cut veneer line with individual work orders that prescribe different lengths, width, tolerances and quantities for each job.
-

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- environmental protection practices for forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing veneer
- typical flow of material supply in and out of the veneer cutting area
- typical work flow processes and veneer cutting techniques for optimising sheet sizes
- methods used to visually assess condition of veneer for strength, gaps and typical defects:
  - incorrect moisture content
  - warp
  - wane
  - shakes
  - insect defects
  - splits

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  - knots
  - resin pockets
- purpose, features and operation of equipment used to cut veneer:
  - electronic guillotines
  - conveyor belt systems
  - different types of lifting equipment:
- fork lifts
- slings
- trolley jacks
- gantry cranes
- loaders
- organisational procedures specific to cutting veneer:
  - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
  - communication reporting lines
  - recording and reporting production outcomes and equipment faults.
  -

Assessment Conditions

The following resources must be made available:

- electronic guillotines
- lifting equipment
- personal protective equipment suitable for cutting veneer
- commercial veneer
- manufacturers' instructions for use of equipment
- work order with specific instructions for cutting veneer
- template documents for recording production outcomes and equipment faults
- relevant personnel for the purposes of communicating information
- organisational procedures for cutting veneer.

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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FWPWPP2209 Saw products from continuous ply

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP2209B Saw products from continuous ply, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to use a power driven saw to saw panels to size from a roll of continuous ply.

The unit applies to production workers who saw products from continuous ply in a forest and wood products factory setting and includes operator maintenance.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for cutting	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate personal protective and other equipment and check for operational effectiveness. 1.3 Obtain type and quantity of continuous ply to be cut from storage

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	location. 1.4 Plan material cutting patterns and saw set-up sequences in line with work order.
2. Cut continuous ply to size	2.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Mark material and set stops in preparation for cutting. 2.3 Set-up ply on in-feed and feed systems, check and regularly adjust rate. 2.4 Follow cutting sequence and patterns to produce required quantity. 2.5 Check cuts for length or angle within set tolerance. 2.6 Dispose of incorrect cuts, off cuts and defective material in line with environmental protection practices. 2.7 Stack material safely in designated location in line with work order.
3. Complete operator maintenance	3.1 Follow organisational safety procedures to lock out equipment. 3.2 Check saw blades for bluntness or damage. 3.3 Remove and replace saw blades in line with manufacturer's recommendations. 3.4 Dispose of used blades in line with environmental protection practices. 3.5 Keep work area clear of dust and debris in line with organisational safety procedures. 3.6 Record and report production outcomes, equipment faults and maintenance requirements 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.	
Numeracy skills to:	• identify quantities of required material within work orders and count amounts of continuous ply • complete basic calculations of required length and angle to determine saw set up • calculate the feed rate to optimise quality and quantity of production output • measure finished dimensions against specifications and appropriate tolerances.

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Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' instructions and maintenance recommendations.

Writing skills to:	• complete accurate basic records for production outcomes, equipment faults and maintenance requirements.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIWPP2209B Saw products from continuous ply

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP2209 Saw products from continuous ply

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP2209B Saw products from continuous ply, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- produce sawn panels from continuous ply in line with individual work orders prescribing different lengths and tolerances and number of panels for each job
- across the above jobs, complete cutting patterns and sequences for single straight cuts and angles requiring one cutting pass set for multiple cuts of the same size
- for each of the above jobs, stack batches of sawn panels in storage location according to common length
- after each of the above jobs, complete operator maintenance on the saw used.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- environmental protection practices for forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing timber ply and other waste
- storage layout and categories for:
  - raw materials
  - stacking finished panels
- typical continuous ply defects and how they affect ability to produce quality sawn panels:

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    - warp
    - wane
    - cupping
    - shakes
    - insect defects
    - knots
    - resin pockets
- cutting patterns and sequences for single straight cuts and angles requiring one cutting pass
- range of industry standard lengths, tolerances and applicable terminology
- purpose, features and operation of equipment used to saw products from continuous ply:
    - measuring equipment
    - power operated, manually controlled docking and trimming saws with carriages
    - saws with adjustable angle
    - saws with one or multiple blades
    - bandsaws
    - panel saws
    - table saws
    - bench saws
    - feed systems with rollers which support continuous ply
- methods for assessing saw blade condition and completing and basic non-specialist repair and maintenance for saws
- organisational procedures specific to sawing products from continuous ply:
    - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
    - communication reporting lines
    - recording and reporting production outcomes, equipment faults and maintenance requirements.

Assessment Conditions

The following resources must be made available:

- tools and equipment for sawing products from continuous ply:
    - measuring equipment
    - saws which must include one or more of the following:
        - power operated, manually controlled docking and trimming saws with carriages
        - saws with adjustable angle
        - saws with one or multiple blades
        - bandsaws
        - panel saws
        - table saws

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    - bench saws
  - feed system with rollers which support continuous ply
- maintenance tools and equipment for saws
- consumable saw blades
- personal protective equipment suitable for sawing products from continuous ply
- a diverse range of continuous ply rolls
- manufacturers' instructions for use and maintenance of equipment
- work order with specific instructions for sawing and storing panels
- template documents for recording production outcomes, equipment faults and maintenance requirements
- relevant personnel for the purposes of communicating information
- organisational procedures for sawing products from continuous ply

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPWPP2210 Cut panels to profile

Modification History

Release	**Comment**
1	Replaces equivalent FPIWPP2210B Cut panels to profile, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to cut panels to a profile, with shaping equipment, to produce moulded timber products.

The unit applies to production workers who cut panels to profile in a forest and wood products factory setting.and includes operator maintenance.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for profiling	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate personal protective and other equipment and check for operational effectiveness. 1.3 Obtain type and quantity of panels for profiling from storage location.

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	1.4 Identify profile to be cut and select cutting blades.
2. Set up profiling equipment	2.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Follow lock-out procedures, select and attach machine guides and install cutting blades. 2.3 Set depth of cut or profile in line with required shape and to minimise waste. 2.4 Stack panels in close proximity to maximise ease of machine feeding. 2.5 Test equipment set up for correct alignment through trial run and adjust as required.
3. Cut material to profile	3.1 Feed panels into machine at feed rate prescribed by organisational requirements. 3.2 Follow, maintain and adjust cutting sequence to produce required quantity and maximise feed rate. 3.3 Check profiling process regularly and adjust to maintain desired depth and profile. 3.4 Dispose of incorrect cuts, off cuts and defective material in line with environmental protection practices. 3.5 Stack panels safely in designated location in line with work order.
4. Complete operator maintenance	4.1 Follow organisational safety procedures to lock out equipment. 4.2 Check cutting blades for bluntness or damage. 4.3 Remove and replace cutting blades in line with manufacturer's recommendations. 4.4 Keep machine clear of dust and debris in line with organisational safety procedures. 4.5 Record and report production outcomes, equipment faults and maintenance requirements 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.	
Numeracy skills to:	• identify quantities of required material within work orders and count numbers of panels to be profiled • complete basic calculations of required depth of cut or profile to

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	determine equipment up • measure finished dimensions against specifications and appropriate tolerances.
Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' instructions and maintenance recommendations.

Writing skills to:	• complete accurate basic records for production outcomes, equipment faults and maintenance requirements.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIWPP2210B Cut panels to profile

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP2210 Cut panels to profile

Modification History

Release	Comment
1	Replaces equivalent FPIWPP2210B Cut panels to profile, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- produce profiled panels for the following types of material in line with individual work orders that prescribe different profiles and number of panels for each job:
  - medium density fibreboard
  - laminated veneer
  - chipboard
  - fibreboard
- complete profiling of product chosen from the following list:
  - quad
  - beading
  - mouldings
  - shaped beams
  - architraves
  - skirting boards
  - scotia
- for each of the above jobs, stack batches of profiled panels in storage location according to common profile type and dimension
- after each of the above jobs, complete operator maintenance on the profiling equipment used.

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Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- environmental protection practices for forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing timber and other waste
- storage layout and categories for:
  - raw materials
  - stacking finished panels
- typical timber panel defects and how they affect ability to produce quality profiled product:
  - warp
  - wane
  - cupping
  - holes
  - breakages
  - lifting veneer
  - bonding problems
- common profiles and applicable terminology
- common cutting patterns, sequences and appropriate feed rates used to achieve common profiles
- purpose, features and operation of equipment used to cut panels to profile:
  - measuring equipment
  - multi-head planing machines (four siders)
  - spindle moulders
  - routing machines
  - shaping machines
  - machine guides
- methods for assessing cutting blade condition and completing and basic non-specialist repair and maintenance for profiling equipment
- organisational procedures specific to cutting panels to profile:
  - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
  - communication reporting lines
  - recording and reporting production outcomes, equipment faults and maintenance requirements.

Assessment Conditions

The following resources must be made available:

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- measuring equipment
- profiling equipment which includes one or more of the following:
  - multi-head planing machines (four siders)
  - spindle moulders
  - routing machines
  - shaping machines
  - machine guides
- maintenance tools and equipment
- consumable profile cutting blades in various shapes and sizes
- personal protective equipment suitable for cutting panels to profile
- commercial timber which includes one or more of the following:
  - medium density fibreboard
  - laminated veneer
  - chipboard
  - fibreboard
- manufacturers' instructions for use and maintenance of equipment
- work order for cutting activities with specific instructions for cutting and storing panels
- relevant personnel for the purposes of communicating information
- template documents for recording production outcomes, equipment faults and maintenance requirements
- organisational procedures for cutting panels to profile.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPWPP2211 Move material by transfer equipment

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP2211B Move material by transfer equipment, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to set up equipment, move timber products using transfer cars and rail systems and to shut down equipment. Work is completed in a forest products factory setting

The unit applies to Production worker (Laminates, Panel and Board, Veneer)

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Elements and Performance Criteria

Elements describe the essential outcomes.	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.
1. Prepare to move material by transfer equipment	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate personal protective equipment and check for operational effectiveness. 1.3 Inspect type and quantity of material for relocation and check for potential hazards, obstructions and spillage.

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	1.4 Plan moving processes in line with work order.
2. Move material	2.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Use communication signals to notify nearby personnel of impending operation. 2.3 Select material to be moved and loading point, using schedules, orders and instructions. 2.4 Estimate material dimensions and weight to ensure load and equipment is stable. 2.5 Position and secure load using transfer car techniques in line with manufacturer's recommendations.
3. Shut down equipment	3.1 Clear material from transfer car prior to shutdown. 3.2 Coordinate shutdown with other line operators in line with organisational safety procedures. 3.3 Apply brakes and safety locks to prevent equipment from accidentally moving. 3.4 Complete routine post operational cleaning and checks in line with organisational procedures. 3.5 Clear material spillage from areas around rail system in line with environmental protection practices.

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:	• identify quantities and weight of material to be moved from work orders • complete routine calculations to determine material dimensions and weights for loading and transfer.
Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders • provide clear, unambiguous verbal and non-verbal communication signals.
Reading skills to:	• interpret: • workplace health and safety and other organisational procedures • work orders • manufacturers' instructions.

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Writing skills to:	• complete accurate basic records for process outcomes and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and material moving and relocating, using work order to guide activities.
Problem-solving skills to:	• identify oversize, overweight and unstable items and make loading adjustments • recognise faulty equipment and resolve by reporting.
Technology skills to:	• select and use appropriate personal protective equipment for moving material • safely and efficiently use mechanical rail and transfer equipment.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIWPP2211B Move material by transfer equipment

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP2211 Move material by transfer equipment

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP2211B Move material by transfer equipment, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow organisational policies and procedures relevant to moving material by transfer equipment
- moving material by transfer car to convey material to or from production areas
- redistribute material on site using rail and transfer car
- respond to circumstances where loads and transfer equipment may become unstable through loading oversized or overweight materials.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- environmental protection practices for operating transfer equipment:
  - reducing water and energy use
  - cleaning plant, tools and equipment
- typical work flow processes for transferring timber and timber products to and from designated storage areas
- typical workplace hazards present during transfer operations and methods of minimising risks
- capacity of transfer equipment in relation to dimensions and weight
- methods to correctly load transfer equipment to ensure stability of load and equipment
- key features of these varying signal systems used for transfer processes:

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  - hand signals
  - whistles
  - sirens
  - loud speaker announcements
  - two way radios
- typical industry chain of command for communicating signals during transfer processes
- purpose, features, operation and shut down of equipment used to transfer timber and timber products:
  - rail and electrically powered rail mounted transfer car systems
  - 'follow me' trolleys
  - electronic-eye trolleys used in layup
- organisational procedures specific to transferring timber and timber products:
  - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
  - communication reporting lines
  - recording and recording transfer processes and equipment faults.

Assessment Conditions

The following resources must be made available:

- equipment used to transfer timber products which must include one or more of the following:
  - rail and electrically powered rail mounted transfer car systems
  - 'follow me' trolleys
  - electronic-eye trolleys used in layup
- communication equipment used to signal operation of transfer equipment
- personal protective equipment suitable for transferring timber products
- material for transfer including:
  - treated paper
  - wood chips
  - flakes
  - wood fibre
  - logs
  - bark
  - off-cuts
  - timber
  - raw board
  - panel products
  - veneer
- manufacturers’ instructions for equipment use

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- work order with specific instructions for moving timber and timber products to and from a designated storage area
- template documents for recording transfer processes and equipment faults
- relevant personnel for the purposes of communicating information
- organisational procedures for transferring timber and timber products.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPWPP3201 Produce veneer from debarked logs

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3201B Produce veneer from debarked logs, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to operate a specialised peeling lathe or rotary slicer to produce sheets of timber veneer from debarked logs. Work is completed in a forest products factory setting and includes operator maintenance.

The unit applies to production operators and technicians who produce veneer from debarked logs in a forest and wood products factory setting and includes operator maintenance.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for peeling	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate personal protective equipment and check for operational effectiveness. 1.3 Obtain type and quantity of debarked logs for peeling or slicing.

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	1.4 Plan veneer peeling or slicing process and thickness in line with work order.
2. Peel veneer	2.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Check suitability of log size and condition and load into lathe. 2.3 Place drive logs to maximise available veneer and remove waste product. 2.4 Set veneer peeling or slicing process for optimal veneer recovery and grading. 2.5 Adjust machine speed and control of veneer cut to suit log characteristics. 2.6 Dispose of defective material and log cores in line with environmental protection practices.
3. Complete operator maintenance	3.1 Follow organisational safety procedures to lock out equipment. 3.2 Check cutting blades for bluntness or damage. 3.3 Remove and replace cutting blades in line with manufacturer's recommendations. 3.4 Dispose of used blades in line with environmental protection practices. 3.5 Keep machine clear of dust and debris in line with organisational safety procedures. 3.6 Record and report production outcomes, equipment faults and maintenance requirements 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.	
Numeracy skills to:	• identify quantities of required material within work orders and count numbers of debarked logs for processing • complete routine calculations to measure log diameter and length • interpret order sizes and set up equipment to achieve veneer thickness to specifications.
Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders.

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Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' instructions and maintenance recommendations.

Writing skills to:	• complete accurate basic records for production outcomes, equipment faults and maintenance requirements.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIWPP3201B Produce veneer from debarked logs

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP3201 Produce veneer from debarked logs

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3201B Produce veneer from debarked logs, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- produce veneer from debarked logs in line with individual work orders specifying the use of different log species, diameter and length and prescribing varying veneer outputs in:
  - width
  - length
  - thickness
  - quantity
- after each of the above jobs, complete operator maintenance on the equipment used.
-

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- environmental protection practices for forest products factory settings:
- reducing water and energy use
- cleaning plant, tools and equipment
- disposing of, recycling and reusing timber and other waste
- typical log defects and how they affect ability to produce quality veneer:
  - warp
  - wane

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  - cupping
  - shakes
  - insect defects
  - knots
  - resin pockets
- typical flow of material supply in and out of the production area
- typical work flow processes for producing veneer from debarked logs and peeling and slicing techniques to achieve veneer thickness to specifications
- appropriate range of feed rates for different log diameters and lengths
- purpose, features and operation of equipment used to produce veneer from debarked logs :
- specialised veneer peeling lathes
- rotary slicers
- methods for assessing cutting blade condition and completing basic non-specialist repair and maintenance
- organisational procedures specific to producing veneer from debarked logs:
  - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
- communication reporting lines
- recording and reporting production outcomes, equipment faults and maintenance requirements.
-

Assessment Conditions

The following resources must be made available:

- specialised veneer peeling lathes or rotary slicers
- maintenance tools and equipment
- consumable cutting blades
- personal protective equipment suitable for producing veneer from debarked logs
- a diverse range of commercial debarked logs
- manufacturers' instructions for use and maintenance of equipment
- work order with specific instructions for cutting timber veneer from debarked logs
- template documents for recording production outcomes, equipment faults and maintenance requirements
- relevant personnel for the purposes of communicating information
- organisational procedures for producing veneer from debarked logs.

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:

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- 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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPWPP3202 Paint panels

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3202B Paint panels, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to paint panels with water, oil or solvent based paints using roller coating line, spray booth or curtain coating equipment to finish coat wood panel products.

The unit applies to production operators and technicians who paint panels in a forest and wood products factory setting

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for painting	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate personal protective and other equipment and check for operational effectiveness. 1.3 Obtain type and quantity of panels for painting from storage.

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	1.4 Select panel painting process, feed rates and paints and plan in line with work order.
2. Paint panels	2.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Load paint products in equipment and apply paint to panel, monitoring and adjusting flow rates and viscosity continually. 2.3 Check paint operations regularly and clear blockages and filters to maintain paint coverage. 2.4 Check panels regularly for surface quality and contamination, and grade according to work order requirements. 2.5 Remove defective panels from painting process and review for disposal or re-painting. 2.6 Dry and stack material safely in designated location.
3. Shut down and clean equipment	3.1 Coordinate shutdown procedures with other line operators in line with organisational safety procedures. 3.2 Turn off pumps and flush equipment in line with manufacturer's instructions. 3.3 Dispose of excess paint and flushing liquid in line with environmental protection practices. 3.4 Store equipment and paint in line with organisational procedures. 3.5 Record and report production outcomes and equipment faults 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.	
Numeracy skills to:	• identify quantities of required material within work orders and count numbers of panels • interpret order requirements and set up equipment to achieve correct flow rates and viscosity • calculate rate of paint application to optimise quality and quantity of production output.
Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders.
Reading skills to:	• interpret:

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	• workplace health and safety and other organisational procedures • work orders • safety data sheets • manufacturers' instructions.
Writing skills to:	• complete accurate basic records for production outcomes and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.
Problem-solving skills to:	• identify and dispose of defective panels or rectify • identify processing problems and faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select and use appropriate personal protective equipment for painting panels • efficiently and safely operate painting equipment.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIWPP3202B Paint panels

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP3202 Paint panels

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3202B Paint panels, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- paint panels in line with individual work orders for each job; types of panels include:
  - medium density fibreboard
  - chipboard
  - fibreboard
  - plywood
- at the completion of each of the above jobs:
  - shut-down and clean equipment in line with organisational safety procedures
  - dispose of excess paint in line with environmental protection practices
  - safely store unused paint
  - stack finished panels in storage location according to common size, thickness, length and coating.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- environmental protection practices for painting panels:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing timber
  - disposing of hazardous substances

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- storage layout and categories for:
  - raw materials
  - stacking finished panels
- characteristics of timber panels and the types of paint most suitable for application:
  - medium density fibreboard
  - chipboard
  - fibreboard
  - plywood
- properties, at a basic level of understanding, of paints:
  - water based
  - oil based
  - solvent based
- viscosity, film thickness and film wetness of paints
- methods used to safely store paint
- typical work flow processes for painting panels
- purpose, features, operation, shut down and cleaning of painting equipment including:
- roller coating lines
- spray booths
- curtain coating lines
- trays
- overflow trays
- thinner reservoirs
- spray guns
- roller coaters
- range of appropriate paint flow rates to avoid equipment blockages and optimise quality and quantity of production output
- organisational procedures specific to surface painting panels:
  - workplace health and safety with particular emphasis on equipment lock out, use of personal protective equipment and handling hazardous substances
  - communication reporting lines
  - recording and reporting production outcomes and equipment faults.

Assessment Conditions

The following resources must be made available:

- painting equipment which must include one or more of the following:
  - roller coating lines
  - spray booths
  - curtain coating lines
  - trays
  - overflow trays

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  - thinner reservoirs
  - spray guns
  - roller coaters
- personal protective equipment suitable for painting panels
- panels which must include one or more of the following:
  - medium density fibreboard
  - chipboard
  - fibreboard
  - plywood
- paint which must include one or more of the following:
  - water based
  - oil based
  - solvent based
- manufacturers':
  - safety data sheets for paint
  - instructions for equipment use
  - recommendations for cleaning equipment
- work order with specific instructions for painting panels
- template documents for recording production outcomes and equipment faults
- relevant personnel for the purposes of communicating information
- organisational procedures for painting panels.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPWPP3203 Produce fibre from chips

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3203B Produce fibre from chips, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to assess chips for production suitability, and operate a defribrator to convert wood chips to fibre for the production of medium density fibreboard.

The unit applies to production technician operators and machine operators in a forest and wood products factory setting and includes operator maintenance.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Timber Manufactured Products

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for fibre production	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate personal protective equipment and check for operational effectiveness. 1.3 Identify type and quantity of wood chips for fibre production,

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	assess condition and select. 1.4 Plan defibrator process in line with work order.
2. Produce fibre	2.1 Use equipment in line with organisational safety procedures, manufacturer’s instructions and environmental protection practices. 2.2 Complete pre start-up equipment checks to ensure operational effectiveness. 2.3 Adjust defibrator and feed systems to produce required fibre size; check and adjust regularly. 2.4 Monitor chip flow and pulp out-feed to prevent blockages to ensure optimum production rate. 2.5 Direct fibre output to storage bins in line with prescribed fill levels. 2.6 Respond to critical situations requiring emergency shutdown to prevent personal injury or damage to machine or product. 2.7 Dispose of sub-standard material in line with environmental protection practices.
3. Complete operator maintenance	3.1 Follow organisational safety procedures to lock out equipment. 3.2 Check defibrator blades for bluntness or damage, remove and replace in line with manufacturer's recommendations. 3.3 Dispose of used blades in line with environmental protection practices. 3.4 Clean defibrator components in line with manufacturer's recommendations, keeping machine clear of dust and debris. 3.5 Record and report production outcomes, equipment faults and maintenance requirements 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.	
Numeracy skills to:	• identify quantities of required material within work orders and measure volume of wood chips • read basic numerical machine settings and choose according to required fibre size.
Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders.
Reading skills to:	interpret:

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	• workplace health and safety and other organisational procedures • work orders • manufacturers' instructions and maintenance recommendations.
Writing skills to:	• complete accurate basic records for production outcomes, equipment faults and maintenance requirements.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities...

Range of Conditions

Not Applicable

Unit Mapping Information

FPIWPP3203B Produce fibre from chips

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP3203 Produce fibre from chips

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3203B Produce fibre from chips, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- complete fibre production jobs and safely operate defibrator in line with individual work orders prescribing different fibre size and quantity for each job
- complete assessments of the source wood chips for:
  - species
  - size
  - moisture content
  - contamination issues
  - monitor and adjust the feed system according to:
  - white water
  - stock level
  - fibre consistency
  - feed level
  - steam flow
  - raw water
  - noise
  - power consumption
- after each of the above jobs, complete operator maintenance on the defibrator.
-

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Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- environmental protection practices for producing fibre from wood chips:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing fibre, pulp and other waste
- typical flow of material supply in and out of the fibre production area
- methods used to assess wood chips for:
  - species
  - size
  - moisture content
  - contamination issues
- typical work flow processes and techniques used to produce fibre from wood chips
- purpose, features and operation of equipment used to produce fibre from chips:
  - defibrator
  - feed system
- methods for assessing defibrator blade condition and completing basic non-specialist repair and maintenance
- organisational procedures specific to producing fibre from chips:
- workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
- communication reporting lines
- recording and reporting production outcomes, equipment faults and maintenance requirements.

Assessment Conditions

The following resources must be made available:

- defibrator
- feed system
- maintenance tools and equipment
- consumable defribrator blades
- personal protective equipment suitable for producing fibre from chips
- wood chips from various timber species
- manufacturers' instructions for use and maintenance of equipment
- work order with specific instructions for assessing wood chips and producing fibre to a specified grade
- template documents for recording production outcomes, equipment faults and maintenance requirements
- relevant personnel for the purposes of communicating information
- organisational procedures for producing fibre from chips.

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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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPWPP3204 Form board

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3204B Form board, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to spread chip and fibre blend over a former and press it with heat and pressure to produce hard panels of chipboard and fibreboard.

The unit applies to production operators and technicians who form boards in a forest and wood products factory setting and includes shutting down and cleaning equipment.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for forming	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate personal protective equipment and check for operational effectiveness. 1.3 Obtain type and quantity of chip and fibre blend required for production.

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	1.4 Plan forming process in line with organisational procedures.
2. Prepare form board equipment	2.1 Maintain stock tanks at correct level in line with organisational requirements. 2.2 Adjust spreader stations to deliver material according to required board cross-section distribution. 2.3 Check operational condition and set-up of former to confirm mat condition. 2.4 Check forming equipment for defects and position to load press in line with manufacturer's instructions.
3. Operate equipment	3.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 3.2 Start former and forming line; operate and adjust to produce board in line with work order. 3.3 Set slitters or saws and cut formed board to required width and length. 3.4 Dispose of sub-standard boards in line with environmental protection practices. 3.5 Respond to critical situations requiring emergency shutdown to prevent personal injury or damage to machine or product.
4. Shut down and clean equipment	4.1 Clear material from conveyor belts prior to shut-down. 4.2 Coordinate shutdown with other line operators in line with organisational safety procedures. 4.3 Clear material spillage from areas around conveyors and forming stations in line with environmental protection practices. 4.4 Clean spreading stations, formers and forming lines internally and externally in line with environmental protection practices. 4.5 Record and report production outcomes, equipment faults and maintenance requirements 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.	
Numeracy skills to:	• identify quantities of required material within work orders and measure volume of flakes or fibre • read basic numerical machine settings to maintain correct stock

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	tank levels • interpret order sizes and set up equipment to achieve specified width and length of mat and boards.
Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders and coordinate shut-down procedures.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' instructions.

Writing skills to:	• complete accurate basic records for production outcomes, equipment faults and maintenance requirements.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIWPP3204B Form board

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP3204 Form board

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3204B Form board, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- produce formed boards in line with individual work orders that prescribe different lengths, widths and quantities for each job; types of board are to include:
  - chipboard
  - fibreboard
- after each of the above jobs, complete operator maintenance to clean equipment.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- environmental protection practices for forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing timber
  - disposing of hazardous substances
- typical flow of material supply in and out of the board forming area
- typical work flow processes and range of processing techniques used to form and trim boards from chip and fibre blends
- composition of chip and fibre blends
- purpose, features and operation of equipment used to form board:
  - spreading stations

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    - former and forming line
    - forming equipment:
- mats
- screens
- trays
- plates
    - slitters or saws
    - screens
    - stock tanks
- methods used to clean equipment
- organisational procedures specific to forming board:
    - workplace health and safety with particular emphasis on equipment lock out, use of personal protective equipment and handling hazardous substances
    - communication reporting lines
    - recording and reporting production outcomes, equipment faults and maintenance requirements.

Assessment Conditions

The following resources must be made available:

- tools and equipment used to form board:
    - spreading stations
    - former and forming line
    - forming equipment:
        - mats
        - screens
        - trays
        - plates
- slitters or saws
- screens
- stock tanks
- personal protective equipment suitable for forming board
- chip and fibre blends to be compressed
- manufacturers' instructions for use and cleaning of equipment
- work order with specific instructions for forming board
- template documents for recording production outcomes, equipment faults and maintenance requirements
- relevant personnel for the purposes of communicating information
- organisational procedures for forming board.

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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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPWPP3205 Match and join veneer

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3205B Match and join veneer, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to match, stitch, tape or glue slices of veneer in readiness for bonding to panel products.

The unit applies to production operators and technicians who match and join veneer in a forest and wood products factory setting.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Elements and Performance Criteria

ELEMENTS *Elements describe the essential outcomes.*	**PERFORMANCE CRITERIA** *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.*
1. Prepare for joining veneer	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate personal protective equipment and check for operational effectiveness. 1.3 Obtain type and quantity of veneer for matching and joining from

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ELEMENTS	PERFORMANCE CRITERIA
	veneer production process. 1.4 Select matching and joining process in line with work order.
2. Match and join veneer	2.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Complete pre start-up equipment checks to ensure operational effectiveness. 2.3 Set machine functions and feed rate for optimal product recovery. 2.4 Select joining method in line with veneer to be matched. 2.5 Inspect sheets visually and match veneer to specification. 2.6 Clip sheets to provide clean edges and join in line with work order. 2.7 Assess veneer visually throughout joining process for strength and production defects.
3. Redistribute material	3.1 Assess joins and grade veneer in line with organisational procedures and industry standards. 3.2 Direct material to storage or processing operations in line with organisational procedures. 3.3 Dispose of sub-standard material and excess glue in line with environmental protection practices. 3.4 Clean work area and store unused glue in line with organisational safety procedures. 3.5 Record and report production outcomes and equipment faults 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.	
Numeracy skills to:	• identify quantities of required material within work orders and count amounts of veneer • interpret order sizes and set up equipment to achieve specified dimensions • calculate the feed rate to optimise quality and quantity of production output.
Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders.

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Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • safety data sheets for glue
	  • manufacturers' instructions.

Writing skills to:	• complete accurate basic records for production outcomes and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIWPP3205B Match and join veneer

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP3205 Match and join veneer

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3205B Match and join veneer, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- join veneer using the following techniques in line with individual work orders that prescribe different lengths, widths, thicknesses and quantities for each job:
  - stitching
  - gluing
  - taping
- match veneer according to:
  - grain
  - grade
  - length
  - colour
- for each of the above jobs, visually inspect joined veneer and grade according to industry and organisational standards.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- environmental protection practices for forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment

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    - disposing of, recycling and reusing timber
    - disposing of hazardous substances
- typical flow of material supply in and out of the veneer production area
- features of veneer used to match:
    - grain
    - grade
    - length
    - colour
- typical work flow processes and techniques used to join veneer:
    - stitching
    - gluing
    - taping
- methods used to visually assess condition of veneer for strength and typical production defects:
    - overlaps
    - gaps
    - veneer faults
    - joining spacing’s
- purpose, features and operation of equipment used to match and join veneer:
    - clipping machines
    - guillotines
    - veneer sewing equipment
    - veneer gluing equipment
    - veneer taping equipment
- methods used to safely store glue
- key features of and applicable terminology for industry standard grades for joined veneer
- organisational procedures specific to matching and joining veneer:
    - workplace health and safety with particular emphasis on equipment lock out, use of personal protective equipment and handling hazardous substances
    - communication reporting linesrecording and reporting production outcomes, equipment faults and maintenance requirements.

Assessment Conditions

The following resources must be made available:

- clipping machines
- guillotines
- veneer sewing equipment
- veneer gluing equipment
- veneer taping equipment
- personal protective equipment suitable for matching and joining veneer

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- consumable tape and glue
- commercial single thickness veneer of varying thicknesses
- manufacturers':
  - instructions for equipment use
  - safety data sheets for glue
- work order with specific instructions for matching and joining veneer
- template documents for recording production outcomes and equipment faults
- relevant personnel for the purposes of communicating information
- organisational procedures for matching and joining veneer.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPWPP3207 Clip veneer

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3207B Clip veneer, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to clip veneer to form a straight edge, remove defects, splits or uneven edges and to sort in readiness for matching and bonding to panel products.

The unit applies to production operators and technicians who clip veneer in a forest and wood products factory setting.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for veneer clipping	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate personal protective equipment and check for operational effectiveness. 1.3 Obtain type and quantity of veneer to be clipped from veneer production process.

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	1.4 Select clipping process in line with work order.
2. Clip veneer	2.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Complete pre-start up equipment checks to ensure operational effectiveness. 2.3 Set clipping machine functions for optimal product recovery. 2.4 Select clipping pattern to match veneer type. 2.5 Clip veneer to specification and assess sheets visually throughout clipping process for dimension, edge and other defects. 2.6 Clip sheets to size, removing unwanted sections and providing clean edges.
3. Sort and redistribute veneer	3.1 Grade clipped veneer and classify into colour and match groupings in line with industry standards. 3.2 Direct material to storage or processing operations in line with organisational procedures. 3.3 Dispose of incorrect cuts, off cuts and defective material in line with environmental protection practices. 3.4 Clean work area in line with organisational safety procedures. 3.5 Record and report production outcomes and equipment faults 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.	
Numeracy skills to:	• identify quantities of required material within work orders and count amounts of veneer to be processed • complete basic calculations of required amounts of edging to be clipped to determine equipment set up.
Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' instructions.

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Writing skills to:	• complete accurate basic records for production outcomes and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIWPP3207B Clip veneer

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP3207 Clip veneer

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3207B Clip veneer, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- clip veneer to form a straight edge and remove these types of defects in line with individual work orders that prescribe different dimensions and quantities:
  - uneven edges
  - split edges
  - excessive knots
- for each of the above jobs, visually inspect veneer to re-classify its quality and use after clipping.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- environmental protection practices for forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing veneer
- typical flow of material supply in and out of the veneer clipping area
- typical work flow processes and veneer clipping techniques for optimising use of veneer panels
- methods used to visually assess condition of veneer for dimension, typical production and other defects:

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  - warp
  - wane
  - knots
  - splits
  - uneven edges
- key features of industry standard grades for re-classifying quality of clipped veneer and applicable terminology
- purpose, features and operation of equipment used to clip veneer:
- measuring tapes
- dial gauges
- clipping machines
- guillotines
- conveyor belt systems
- different types of lifting equipment:
  - fork lifts
  - slings
  - trolley jacks
  - gantry cranes
  - loaders
- organisational procedures specific to clipping veneer:
- workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
- communication reporting lines
- recording and reporting production outcomes and equipment faults.

Assessment Conditions

The following resources must be made available:

- measuring tapes
- clipping machines
- guillotines
- lifting equipment
- personal protective equipment suitable for clipping veneer
- a diverse range of commercial veneer
- manufacturers' instructions for use of equipment
- work order with specific instructions for clipping veneer
- template documents for recording production outcomes and equipment faults
- relevant personnel for the purposes of communicating information
- organisational procedures for clipping veneer

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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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPWPP3208 Punch peg holes in panels

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3208B Punch peg holes in panels, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to punch peg holes in thin panel products to produce a peg board, using a hole punching machine.

The unit applies to production operators and technicians who punch peg holes in panels in a forest and wood products factory setting and includes operator maintenance.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for hole punching	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate personal protective equipment and check for operational effectiveness. 1.3 Obtain type and quantity of material to be punched from storage location.

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	1.4 Plan punching process and hole lay out in line with work order.
2. Punch peg holes	2.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Complete pre start-up equipment checks to ensure operational effectiveness. 2.3 Feed material into machine at prescribed feed rate. 2.4 Follow punching sequence, and adjust to produce required quantity and maximum feed rate. 2.5 Check punching process regularly and adjust to maintain desired quality and output. 2.6 Dispose of sub-standard material in line with environmental protection practices. 2.7 Stack material safely in designated location in line with work order.
3. Complete operator maintenance	3.1 Follow organisational safety procedures to lock out equipment. 3.2 Check punches for bluntness or damage. 3.3 Remove and replace punches in line with manufacturer's recommendations. 3.4 Keep machine area clear of dust and debris in line with organisational safety procedures. 3.5 Record and report production outcomes, equipment faults and maintenance requirements 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.	
Numeracy skills to:	• identify quantities of required material within work orders and count number of panels to be punched • calculate the feed rate to optimise quality and quantity of production output.
Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders

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	• manufacturers' instructions and maintenance recommendations.
Writing skills to:	• complete accurate basic records for production outcomes, equipment faults and maintenance requirements.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIWPP3208B Punch peg holes in panels

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP3208 Punch peg holes in panels

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3208B Punch peg holes in panels, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- produce punched panels in line with individual work orders for each panel type prescribing different hole layouts/patterns and number of panels; material type include:
  - medium density fibreboard
  - chipboard
  - fibreboard
- for each of the above jobs, stack batches of punched panels in storage location according to material type, dimension and hole layout/pattern
- after each of the above jobs, complete operator maintenance on the punching machine used.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- environmental protection practices for forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing timber and other waste
- storage layout and categories for:
  - raw materials

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    - stacking finished panels
- typical panel defects and how they affect ability to produce quality punched panels:
    - warp
    - wane
    - cupping
- common uses for punched panels and typical hole layout/patterns
- typical work flow processes and veneer punching techniques for optimising use of panels
- appropriate range of feed rates to produce specified hole layout/pattern and quality finish
- features of defects in finished panels which would trigger rejection and disposal:
    - incorrect margins
    - incorrect patterns
    - doglegs
- purpose, features and operation of equipment used to punch peg holes in panels:
    - measuring equipment
    - punching machines
- methods for assessing punch condition and completing basic non-specialist repair and maintenance for punching machines
    - organisational procedures specific to punching peg holes in panels:
    - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
    - communication reporting lines
    - recording and reporting production outcomes, equipment faults and maintenance requirements.

Assessment Conditions

The following resources must be made available:

- measuring equipment
- punching machines
- maintenance tools and equipment
- personal protective equipment suitable for punching peg holes in panels
- commercial timber panels which must include one or more of the following:
    - medium density fibreboard
    - chipboard
    - fibreboard
- manufacturers' instructions for use and maintenance of equipment
- work order with specific instructions for the punching and storing timber panel products
- template documents for recording production outcomes, equipment faults and maintenance requirements
- relevant personnel for the purposes of communicating information
- organisational procedures for punching peg holes in panels.

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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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPWPP3209 Prepare resin and additives

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 1	This version replaces equivalent unit FPIWPP3209B Prepare resin and additives, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the skills and knowledge required to mix glue, resin and additives for use in the production of engineered wood products.

The unit applies individuals who work as production operators and technicians in an engineered wood products facility. Operators generally work under broad or limited direction to complete routine activities related to their own work, and take responsibility for their work.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety regulations, legislation and standards that apply to the workplace.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Elements and Performance Criteria

Elements	Performance Criteria

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Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for mixing resin and additives	1.1 Review work order, workplace health and safety requirements, environmental protection practices and emergency procedures for mixing resin and additives and, where required, check with appropriate personnel 1.2 Identify and report hazards and use personal protective equipment according to workplace requirements and health and safety legislation to maintain safe work practices 1.3 Obtain the type and quantity of glue or resin to be mixed from a storage location 1.4 Select the mixing process and plan according to work order
2. Mix glue	2.1 Use equipment according to workplace health and safety procedures, manufacturer instructions and environmental protection practices 2.2 Measure and mix glue or resin ingredients and additives to ensure minimum wastage 2.3 Transfer mix to appropriate storage location or production equipment through transfer lines without contaminating 2.4 Monitor rate that glue or resins and additives are being added, and where required adjust pumps 2.5 Test mix samples regularly according to manufacturer instructions
3. Maintain and clean equipment	3.1 Clean mixing, storage and transfer equipment according to workplace health and safety procedures 3.2 Turn off pumps and flush equipment according to workplace health and safety procedures and manufacturer recommendations 3.3 Dispose of excess glue or resin and additives in line with environmental protection practices, and store equipment 3.4 Record and report production outcomes and equipment faults to appropriate personnel

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	**Description**

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Skill	Description
Numeracy	• Calculate the quantity of glue or resin to meet work order production requirements • Calculate routine mixing ratios for glue or resin and additives • Interpret numerical data from test samples
Reading	• Interpret safety data sheets for glue, resins and additives
Navigate the world of work	• Understand main tasks, responsibilities and boundaries of own role
Interact with others	• Use modes of communication suitable for the purpose to confirm and clarify understanding
Get the work done	• Recognise and respond to routine problems by reporting or rectifying

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPWPP3209 Prepare resin and additives Release 2	FWPWPP3209 Prepare resin and additives Release 1	Updated industry terminology, workplace health and safety requirements and foundation skills; clarified the intent of the unit and assessment requirements.	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP3209 Prepare resin and additives

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 1	This version replaces equivalent unit FPIWPP3209B Prepare resin and additives, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit. There must be evidence that, on at least one occasion, the individual has:

- followed workplace health and safety requirements and environmental protection procedures for mixing resins and additives used in the production of engineered wood products
- mixed one or more of the following types of glues and resins according to an individual work order prescribing different quantities:
  - synthetic or animal-based adhesives
  - rubber-based adhesives
  - polyvinyl acetate
  - epoxy resins
  - formaldehydes
- taken samples and tested mix for:
  - mix quantities
  - setting speed
  - how weather conditions may be affecting the process.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

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- health and safety hazards or risks related to mixing resins and additives for the production of engineered wood products, as identified through risk assessments, manufacturer technical information, regulations and industry health and safety guides
- workplace procedures specific to mixing glue, resin and additives:
  - health and safety, with particular emphasis on equipment lockout, emergency procedures, use of personal protective equipment (PPE) and handling hazardous substances according to safety data sheets
  - use of equipment for mixing resins and additives
  - communication reporting lines
  - recording and reporting production outcomes and equipment faults
- environmental protection practices for preparing resins and additives:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of hazardous substances
- storage layout and categories for:
  - raw materials
  - finished mixes
- typical flow of material supply in and out of the mixing area
- typical workflow processes for mixing glue, resins and additives
- properties, at a basic level of understanding, of glue and resin types and their uses:
  - synthetic or animal-based adhesives
  - rubber-based adhesives
  - polyvinyl acetate
  - epoxy resins
  - formaldehydes
- properties, at a basic level of understanding, of additive types and their uses
- effects of weather conditions on bonding times
- methods used to:
  - mix glues, resins and additives
  - test samples of mix
  - safely store glues, resins and additives
- purpose, features, operation and basic non-specialist maintenance of mixing systems used to mix glue, resin and additives:
  - mixers with manually controlled feed
  - mixers with pre-programmed mix quantities.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:

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    - skills must be demonstrated in an environment that accurately represents workplace conditions
- resources, equipment and materials:
    - mixing system with transfer pumps
    - PPE suitable for mixing glue, resin and additives
    - glue, resin and additives used in the production of engineered wood products
- specifications:
    - recipes for mixing glues, resin and additives
    - manufacturer safety data sheets for glues, resins and additives, instructions for equipment use and recommendations for maintaining equipment
    - work order with specific instructions for mixing glue, resins and additives
    - template documents for recording production outcomes and equipment faults
    - workplace procedures for mixing glue, resin and additives, including health and safety and emergency procedures and environmental protection procedures.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPWPP3211 Maintain caul plates and screens

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3211B Maintain caul plates and screens, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to clean, inspect and replace caul plates and screens in laminating and pressing equipment.

The unit applies to production operators and technicians who maintain caul plates and screens in a forest and wood products factory setting.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for maintenance	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate repair, maintenance and personal protective equipment and check for operational effectiveness. 1.3 Remove caul plates and screens for maintenance from designated machinery.

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	1.4 Plan maintenance process in line with work order.
2. Change, clean and polish caul plates	2.1 Follow organisational safety procedures and manufacturer's recommendations throughout all maintenance and repair processes. 2.2 Identify plates requiring cleaning and move from circuit to plate rack. 2.3 Process plates through full cleaning cycle; inspect for defects and separate for repair where required. 2.4 Dry plates, prepare for use and return to circuit. 2.5 Polish plates using polishing table and head. 2.6 Store polished plates for use in line with work order. 2.7 Store or dispose of unused chemicals in line with environmental protection practices.
3. Prepare backing screens	3.1 Roll screens from plate and secure. 3.2 Process screens through full cleaning cycle; stack and inspect for faults. 3.3 Identify defective screens, remove and dispose of these in line with environmental protection practices.
4. Remove and replace transport plates	4.1 Coordinate load shifting and transport requirements to remove and replace transport plates with minimal downtime. 4.2 Identify defective plates, remove from circuit and dispose of these in line with environmental protection practices. 4.3 Prepare and fit replacement plates. 4.4 Record and report process outcomes and equipment faults 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.	
Numeracy skills to:	• identify and set cycle time for chemical and heat treatment baths • read basic numerical machine settings.
Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders.
Reading skills to:	• interpret: • workplace health and safety and other organisational

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	procedures • work orders • safety data sheets for chemicals • manufacturers' instructions and maintenance recommendations.
Writing skills to:	• complete accurate basic records for process outcomes and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence the stages of repair and maintenance activities using work order to guide activities.
Problem-solving skills to:	• identify and dispose of defective materials • recognise faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select and use appropriate hand-held tools and personal protective equipment to complete maintenance and repairs • use chemical and heat treatment baths to maintain caul plates and screens.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIWPP3211B Maintain caul plates and screens

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP3211 Maintain caul plates and screens

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3211B Maintain caul plates and screens, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- complete maintenance jobs in line with individual work orders
- for each of the above jobs complete the following maintenance and repair activities:
  - process caul plates and screens through the full cleaning cycle which may be via chemical or heat treatment baths
  - polish caul plates to ensure optimum operation
  - inspect caul plates, screen and transport plates for defects and process for repair or dispose of.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- environmental protection practices for maintaining and repairing cauls and screens:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing defective materials
  - disposing of hazardous substances
- operational purpose and features of caul plates, screens and transport plates
- purpose, features and operation of tools and equipment used to maintain and repair caul plates and screens:

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  - chemical baths
  - heat treatment baths
  - polishing table and machinery
- methods used to remove and replace caul and transport plates
- typical defects and methods used to assess condition of caul plates, screens and transport plates:
  - buckling
  - buildup of board product
  - marking of plates
  - dents
- characteristics of metal used in caul plates and screens and how they respond to chemical and heat cleaning processes and polishing in the case of caul plates
- polishing techniques to ensure caul plate surfaces are smooth for optimum board separation
- methods used to safely handle and store chemicals used in the cleaning process
- organisational procedures specific to maintaining and repairing caul plates and screens:
  - workplace health and safety with particular emphasis on equipment lock out, use of personal protective equipment and handling hazardous substances
  - communication reporting lines
  - recording and reporting process outcomes and equipment faults.

Assessment Conditions

The following resources must be made available:

- equipment used to maintain and repair caul plates and screens:
  - chemical or heat treatment baths
  - polishing table and machinery
  - hand-held tools
- machinery containing caul plates and screens
- caul plates
- screens
- transport plates
- personal protective equipment suitable for maintaining and repairing caul plates and screens
- manufacturers':
  - safety data sheets for chemicals
  - instructions for equipment use
  - recommendations for cleaning and repairing equipment
- work order with specific instructions for maintenance of caul plates and screens in designated equipment
- template documents for recording process outcomes and equipment faults
- relevant personnel for the purposes of communicating information

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- organisational procedures for maintaining and repairing caul plates and screens.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPWPP3212 Dry material

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Application

This unit of competency describes the outcomes required to dry materials in a continuous operating single or multi pass dryer or flash dryer using either steam, heated air or gas.

The unit applies to production operators and technicians who dry material in a forest and wood products factory setting and includes operator maintenance.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for drying	1.1 Review work order and where required check with appropriate personnel. 1.2 Identify and obtain type and quantity of material for drying process. 1.3 Select appropriate personal protective equipment and check for

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	operational effectiveness. 1.4 Plan drying process in line with work order.
2. Set up and operate equipment for drying material	2.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Complete pre start-up equipment checks to ensure operational effectiveness, light furnace and monitor continually. 2.3 Follow emergency shutdown procedures in response to fire. 2.4 Set drying temperature, humidity and feed rate for optimal product recovery. 2.5 Position material and feed at rate appropriate to machine speed, capacity, treatment being dried, thickness and condition. 2.6 Assess material visually and measure moisture levels, ensuring outcomes in line with work order. 2.7 Coordinate out-feed to ensure efficient recovery of dried material. 2.8 Record and report on drying process to appropriate personnel.
3. Redistribute material	3.1 Regrade material in line with industry standards. 3.2 Direct material to storage or processing operations in line with organisational procedures. 3.3 Reject and dispose of defective material in line with environmental protection practices. 3.4 Clean work area in line with organisational safety procedures.
4. Complete operator maintenance	4.1 Follow organisational safety procedures to lock out equipment. 4.2 Check drying mechanisms for effective condition. 4.3 Check, and maintain oil levels, air filters, conveyors and chains in line with manufacturer's recommendations. 4.4 Keep machine clear of dust and debris in line with organisational safety procedures. 4.5 Record and report equipment faults and maintenance requirements to appropriate personnel.

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Numeracy skills to:	• Identify quantities of required material within work orders and count amounts • Read basic dryer temperature settings; set and adjust levels according to drying requirements • Calculate the feed rate to optimise quality and quantity of production output • Complete routine measurements of material moisture levels.
Oral communication skills to:	• Ask questions and actively listen to clarify contents of work orders.

Reading skills to:	• Interpret:
	  • Workplace health and safety and other organisational procedures
	  • Work orders
	  • Manufacturers' instructions and maintenance recommendations.

Writing skills to:	• Complete accurate basic records of process outcomes, equipment faults and maintenance requirements.
Planning and organising skills to:	• Efficiently and logically sequence the stages of drying activities using work order to guide activities.
Problem-solving skills to:	• Identify and dispose of defective materials • Identify situations requiring emergency shutdown and respond immediately • Recognise faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• Select and use appropriate personal protective equipment for dryer Operation and maintenance tasks • Safely and efficiently operate single or multi pass dryer or flash dryer.

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status

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FWPWPP3212 Dry material Release 2	FWPWPP3212 Dry material Release 1	Rectified error in Assessment Conditions	Equivalent

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP3212 Dry material

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- operate a dryer to dry materials in line with individual work orders for each job prescribing different quantities; materials for drying include:
  - solid timber
  - flake
  - veneer
  - raw boards
  - laminated panels
  - veneered panels
  - plywood
- for each of the above jobs, direct materials to appropriate storage location or to downstream processing
- after each of the above jobs, complete operator maintenance on the dryer used.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- environmental protection practices for operating and maintaining dryers:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing defective materials
- purpose of drying materials
- characteristics of materials and effects of the drying process:

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    - solid timber
    - flake
    - veneer
    - raw boards
    - laminated panels
    - veneered panels
    - plywood
- methods used to visually assess condition of materials and measure moisture content after the drying process
- typical work flow processes and drying techniques
- typical flow of material supply in and out of the drying area
- purpose, features and operation of equipment used for drying materials:
- different types of dryers:
    - continuous operating single pass or multi pass dryer
    - flash dryer
- furnaces operated with steam, hot oil and gas
- different types of lifting equipment including:
    - fork lifts
    - slings
    - trolley jacks
    - gantry cranes
    - loaders
- methods used to maintain dryers
- moisture probes
- organisational procedures specific to drying materials:
    - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
    - communication reporting lines
    - recording and reporting process outcomes, equipment faults and maintenance requirements.

Assessment Conditions

The following resources must be made available:

- one or more of the following types of dryer:
    - continuous operating single pass or multi pass dryer
    - flash dryer
- furnace operated with one or more of the following:
    - steam
    - hot oil
    - gas

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- continuous conveyor belt system
- lifting equipment
- moisture probes
- maintenance tools and equipment
- personal protective equipment suitable for dryer operation and maintenance
- commercial material for drying which must include at least one of the following:
  - solid timber
  - flake
  - veneer
  - raw boards
  - laminated panels
  - veneered panels
  - plywood
- manufacturers':
  - instructions for equipment use
  - recommendations for maintaining equipment
- work order with specific instructions for the types and quantity of material to be dried
- template documents for recording process outcomes, equipment faults and maintenance requirements
- relevant personnel for the purposes of communicating information
- organisational procedures for drying materials.

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, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPWPP3213 Heat treat material

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3213B Heat treat material, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to heat treat material in standard or controlled humidity ovens to achieve the desired moisture content and curing.

The unit applies to production operators and technicians who heat treat materials in a forest and wood products factory setting and includes operator maintenance.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for heat treating	1.1 Review work order and where required check with appropriate personnel. 1.2 Identify and obtain type and quantity of material for heat treatment. 1.3 Select appropriate personal protective equipment and check for operational effectiveness. 1.4 Plan heat treating process cycles in line with work order.

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2. Dry material	2.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Complete pre start-up equipment checks to ensure operational effectiveness and set heating temperature and humidity for optimal product recovery. 2.3 Adjust oven settings to suit process cycles and material condition, and monitor continually. 2.4 Follow emergency shutdown procedures in response to oven alarm. 2.5 Prepare racks containing materials of consistent processing condition and allowable range of thickness and load into oven, maximising space. 2.6 Assess material visually and measure moisture levels to ensure specified outcome. 2.7 Tag or mark processed racks and take samples of material for testing. 2.8 Record and report heat treating process to appropriate personnel.
3. Redistribute material	3.1 Regrade material in line with industry standards. 3.2 Direct material to storage or processing operations in line with organisational procedures. 3.3 Reject and dispose of defective material in line with environmental protection practices. 3.4 Clean work area in line with organisational safety procedures.
4. Complete operator maintenance	4.1 Follow organisational safety procedures to lock out equipment. 4.2 Check heat treating mechanisms for effective condition. 4.3 Adjust and maintain temperature and humidity settings, water drainage, atomising sprays and fans in line with manufacturer's recommendations. 4.4 Keep oven clear of dust and debris in line with organisational safety procedures. 4.5 Record and report equipment faults and maintenance requirements 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.

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Numeracy skills to:	• identify quantities of required material within work orders and count amounts • read basic oven temperature settings; set and adjust levels according to heat treatment requirements • estimate amounts of materials that can be loaded to maximise space • complete routine measurements of material moisture levels.
Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders.
Reading skills to:	• interpret: • workplace health and safety and other organisational procedures • work orders • manufacturers' instructions and maintenance recommendations.
Writing skills to:	• complete accurate basic records for production outcomes, equipment faults and maintenance requirements.
Planning and organising skills to:	• efficiently and logically sequence the stages of heat treatment processes using work order to guide activities.
Problem-solving skills to:	• identify and dispose of defective materials • identify situations requiring emergency shutdown and respond immediately • recognise faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select and use appropriate personal protective equipment for oven operation and maintenance tasks • efficiently and safely operate heat treatment ovens.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIWPP3213B Heat treat material

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP3213 Heat treat material

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3213B Heat treat material, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- operate an oven to heat treat materials in line with individual work orders prescribing different quantities for each job. Materials for treatment include:
  - logs
  - raw boards
  - laminated panels
  - coves
  - board
  - medium density fibreboard
  - plywood
- for each of the above jobs, direct materials to appropriate storage location or to downstream processing
- after each of the above jobs, complete operator maintenance on the oven used.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- environmental protection practices for operating and maintaining heat treatment ovens:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing defective materials

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- purpose of heat treating materials
- characteristics of materials, effects of the heat treatment process and appropriate range of temperatures and humidity levels:
  - logs
  - raw boards
  - laminated panels
  - coves
  - board
  - medium density fibreboard
  - plywood
- methods used to visually assess condition of materials and measure moisture content after the treatment process
- typical work flow processes and heat treatment techniques
- typical flow of material supply in and out of the heat treatment area
- purpose, features and operation of equipment used for heat treating materials:
  - standard or controlled humidity type ovens including:
    - temperature and humidity settings
    - water drainage
    - atomising sprays
    - fans
- racks
- different types of lifting equipment which including:
    - fork lifts
    - slings
    - trolley jacks
    - gantry cranes
    - loaders
- moisture probes
- methods used to maintain heat treatment ovens
- organisational procedures specific to heat treating materials:
  - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
  - communication reporting lines
  - recording and reporting process outcomes, equipment faults and maintenance requirements.
  -

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Assessment Conditions

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPWPP3214 Treat paper

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3214B Treat paper, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to treat paper with resin in readiness for use in the laminating process.

The unit applies to production operators and technicians who treat paper in a forest and wood products factory setting and includes operator maintenance.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for treating	1.1 Review work order and where required check with appropriate personnel. 1.2 Identify type and quantity of paper for treating. 1.3 Select appropriate personal protective equipment and check for operational effectiveness. 1.4 Plan treating processes in line with work order.

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2. Load paper	2.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Locate paper rolls and move to loader. 2.3 Complete pre start-up equipment checks to ensure operational effectiveness. 2.4 Thread paper and commence feed process, ensuring minimal paper damage. 2.5 Change rolls when depleted and in line with treatment requirements.
3. Operate treater equipment	3.1 Bring treater to full operating condition, and regularly check operating parameters in line with manufacturer's instructions. 3.2 Run treating line, keeping paper treated with foreign material clear of treating process. 3.3 Check resin parameters regularly and adjust in line with manufacturer's instructions. 3.4 Assess paper regularly, ensuring specified outcomes in line with work order. 3.5 Direct treated paper to storage or processing operations in line with organisational procedures.
4. Fill resin tank	4.1 Shut off resin feed from tanks in line with manufacturer's instructions. 4.2 Wash and drain resin tanks thoroughly in line with environmental protection practices. 4.3 Pump resin from delivery truck to tank, monitor to ensure successful transfer and complete appropriate documentation. 4.4 Wash area surrounding tank clear of any spillage in line with organisational safety procedures and environmental protection practices.
5. Operate effluent system	5.1 Clean effluent tanks regularly in line with environmental protection practices. 5.2 Add settling agents to effluent tanks according to required quantities and allow for settling. 5.3 Remove solids and dispose of in line with organisational safety procedures and environmental protection practices.
6. Complete operator maintenance	6.1 Follow organisational safety procedures to lock out equipment. 6.2 Check treating mechanisms for operational effectiveness. 6.3 Check, adjust and maintain vat and oven temperatures in line with

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	manufacturer's recommendations. 6.4 Dispose of excess resin in line with environmental protection practices. 6.5 Keep machine clear of dust and debris in line with organisational safety procedures. 6.6 Record and report paper treating process, equipment faults and maintenance requirements 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.	
Numeracy skills to:	• read basic temperature settings; set and adjust levels according to treatment requirements • calculate the feed rate to optimise quality and quantity of production output • check and adjust resin feed quantities • complete routine calculations to add correct ratio of settling agent to effluent tanks.
Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • safety data sheets
	  • manufacturers' instructions and maintenance recommendations.

Writing skills to:	• complete accurate basic records for deliveries, process outcomes, equipment faults and maintenance requirements.
Planning and organising skills to:	• efficiently and logically sequence the stages of paper treatment processes using work order to guide activities.
Problem-solving skills to:	• recognise faulty equipment and resolve by reporting or rectifying.
Technology skills to:	• select and use appropriate personal protective equipment to operate and maintain paper treatment equipment • efficiently and safely operate and maintain paper treatment

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	equipment.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIWPP3214B Treat paper

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP3214 Treat paper

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3214B Treat paper, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- complete paper treatment processing in line with individual work orders for each job which prescribe different paper thicknesses and quantities
- for each of the above jobs, direct treated paper to appropriate storage location or to downstream processing
- after each of the above jobs, complete operator maintenance on paper treatment equipment used
- complete refill of resin tanks
- demonstrate cleaning process for effluent tanks.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- environmental protection practices for paper treatment processes:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - cleaning spillages and disposing of hazardous substances
- purpose of treating paper
- characteristics of paper, effects of the treatment process and appropriate range of temperatures
- properties, at a basic level of understanding, of resin types used to treat paper
- methods used to assess condition of paper for finish quality and faults

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- typical work flow processes and paper treatment techniques
- typical flow of material supply in and out of the paper treatment area
- purpose, features and operation of equipment used in the paper treatment process:
  - treaters
  - vats
  - ovens
  - resin tanks
  - effluent tanks
- methods used to:
  - safely handle chemicals used in the treatment process
  - pump deliveries of resin
  - clean effluent tanks
  - maintain paper treatment equipment
- organisational procedures specific to treating paper:
  - workplace health and safety with particular emphasis on equipment lock out, use of personal protective equipment and handling hazardous substances
  - communication reporting lines
  - recording and reporting deliveries, process outcomes, equipment faults and maintenance requirements.

Assessment Conditions

The following resources must be made available:

- equipment used in the paper treatment process which must include at least one of the following:
  - treaters
  - vats
  - ovens
  - resin tanks
  - effluent tanks
  - maintenance tools and equipment
- delivery truck loaded with resin
- personal protective equipment suitable for operation and maintenance of paper treatment equipment
- resin
- settling agents
- a diverse commercial range of paper of different thicknesses in roll form
- manufacturers':
  - safety data sheets
  - instructions for equipment use
  - recommendations for maintaining equipment

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- work order with specific instructions for the types and quantity of paper to be treated
- template documents for recording deliveries, process outcomes, equipment faults and maintenance requirements
- recording pest control outcomes
- relevant personnel for the purposes of communicating information
- organisational procedures for treating paper.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPWPP3215 Cut paper

Modification History

Release	Comment
1	Replaces equivalent FPIWPP3215B Cut paper, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to cut resin impregnated paper of different thicknesses in roll form to width and length in readiness for lamination processes.

The unit applies to production operators and technicians who cut paper in a forest and wood products factory setting.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for cutting	1.1 Review work order and where required check with appropriate personnel. 1.2 Identify type and quantity of paper to be cut. 1.3 Select appropriate personal protective equipment and check for operational effectiveness. 1.4 Select cutting process and plan in line with work order.

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2. Cut paper	2.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Complete pre start-up equipment checks to ensure operational effectiveness. 2.3 Coordinate conveyor and guillotine operation with paper production. 2.4 Select optimal cutting positions to minimise defects and maximise full width sheets. 2.5 Monitor feed rate and conveyors regularly for material flow problems and complete paper cutting. 2.6 Assess paper visually throughout cutting process for strength and defects.
3. Redistribute material	3.1 Direct paper to storage or processing operations in line with work order. 3.2 Dispose of off cuts and defective material in line with environmental protection practices 3.3 Clean work area in line with organisational safety procedures. 3.4 Record and report production outcomes and equipment faults 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.	
Numeracy skills to:	• identify quantities of required material within work orders and count amount of paper to be processed • complete basic calculations of required length and width to determine equipment set up.
Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' instructions.

Writing skills to:	• complete accurate basic records for production outcomes and

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	equipment faults.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIWPP3215B Cut paper

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP3215 Cut paper

Modification History

Release	Comment
1	Replaces equivalent FPIWPP3215B Cut paper, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- complete paper cutting in line with individual work orders prescribing different:
  - thickness of paper
  - width of cut
  - length of cut
  - cutting method
  - quantity to be processed
- for each of the above jobs, direct cut paper to appropriate storage location or to downstream processing.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- environmental protection practices for forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing paper
- typical flow of material supply in and out of the paper cutting area
- typical work flow processes and paper cutting techniques for optimising sheet sizes
- methods used to visually assess condition of paper for strength and typical defects:

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  - incorrect moisture content
  - paper making defects
  - resin impregnating defects
- purpose, features and operation of equipment used to cut paper:
  - electronic guillotines
  - traversing rotary cutters
  - conveyor belt systems
- organisational procedures specific to cutting paper:
  - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
  - communication reporting lines
  - recording and reporting production outcomes and equipment faults.

Assessment Conditions

The following resources must be made available:

- electronic guillotines
- traversing rotary cutters
- personal protective equipment suitable for cutting paper
- a commercial range of resin impregnated paper of different thicknesses in roll form
- manufacturers' instructions for use of equipment
- work order with specific instructions for cutting paper
- relevant personnel for the purposes of communicating information
- template documents for recording production outcomes and equipment faults
- organisational procedures for cutting paper.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPWPP3216 Press material using the daylight process

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3216B Press material using the daylight process, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to operate a heat driven press system to compress chips, flakes or fibre using the daylight process.

The unit applies to production operators and technicians who press material using the daylight process in a forest and wood products factory setting and includes shutting down and cleaning equipment.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for pressing	1.1 Review work order and where required check with appropriate personnel. 1.2 Select personal protective equipment and check for operational effectiveness. 1.3 Obtain type and quantity of chips, flakes or fibre for pressing.

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	1.4 Select pressing process in line with organisational procedures.
2. Press material	2.1 Use equipment in line with organisational safety procedures, manufacturer's instructions and environmental protection practices. 2.2 Complete pre start-up equipment checks to ensure operational effectiveness. 2.3 Set press cycle times, pressures, temperatures and product parameters for production requirements. 2.4 Monitor pressed material and adjust position, feed rate, mat and press conditions accordingly. 2.5 Complete unload and reload cycles in line with organisational procedures. 2.6 Assess pressed material and thickness changes regularly and adjust former and press set-up to produce quality formed materials. 2.7 Check pressed material production regularly to ensure conformity with size requirements and work order.
3. Unload material	3.1 Open press in line with organisational safety procedures. 3.2 Separate material and forming equipment and remove from press using unloading equipment. 3.3 Load material into cooling receiver, trim check and unload. 3.4 Test material samples to confirm compliance with industry standards and check for defects. 3.5 Dispose of sub-standard material in line with environmental protection practices. 3.6 Transfer finished material for further processing in line with organisational procedures.
4. Shut down and clean equipment	4.1 Coordinate shutdown with other line operators in line with organisational safety procedures. 4.2 Strip and clean blending, press and handling equipment in line with manufacturer's instructions and environmental protection practices. 4.3 Check and clean press bars or stops, plates and screens. 4.4 Keep machine clear of dust and debris in line with organisational safety procedures. 4.5 Record and report production outcomes and equipment faults to appropriate personnel.

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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:	• identify quantities of required material within work orders and count amounts • read basic numerical machine settings to set temperature, pressure and cycle times • complete routine calculations to determine thickness of pressed materials and trim to specified dimension.
Oral communication skills to:	• ask questions and actively listen to clarify contents of work orders.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • work orders
	  • manufacturers' instructions.

Writing skills to:	• complete accurate basic records for production outcomes, equipment faults and maintenance requirements.
Planning and organising skills to:	• efficiently and logically sequence the stages of preparation and production using work order to guide activities.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIWPP3216B Press material using the daylight process

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP3216 Press material using the daylight process

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3216B Press material using the daylight process, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- compress material using the daylight process in line with individual work orders that prescribe different quantities; types of materials for compression include:
  - chips
  - fibre
  - flakes
- assess formed material for moisture content, weight, thickness, density and defects and adjust forming cycle times, pressures and temperatures to produce quality outputs
- after each of the above jobs, complete operator maintenance to clean equipment.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- environmental protection practices for forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing timber and other waste
- typical flow of material supply in and out of the pressing area
- typical work flow processes and processing techniques used to compress material using formers and a heat driven press system

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- purpose, features and operation of equipment used to press material using the daylight process:
  - daylight process presses driven by steam pressure, including pneumatic or hydraulic loading and unloading equipment
  - pre-presses
  - formers
  - forming equipment:
- mats
- screens
- trays
- plates
  - press bars or stops
  - cooling receivers
  - blending equipment
  - trimming equipment
- appropriate cycle times, pressures and temperatures for the materials that can be compressed:
  - chips
  - fibre
  - flakes
- methods used to assess formed material for moisture content, weight, thickness, density and defects
- features of typical defects in formed materials:
  - surface blemishes
  - discolouration
  - natural timber defects
  - forming deformities
- methods used to strip and clean equipment
- organisational procedures specific to pressing material using the daylight process:
  - workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
  - communication reporting lines
  - recording and reporting production outcomes and equipment faults.

Assessment Conditions

The following resources must be made available:

- tools and equipment for pressing material using the daylight process which must include at least one of the following:
  - daylight process presses driven by steam pressure
  - pre-presses

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  - formers
  - forming equipment which must include at least one of the following:
- mats
- screens
- trays
- plates
  - press bars or stops
  - cooling receivers
  - blending equipment
  - trimming equipment
- personal protective equipment suitable for pressing material using the daylight process
- commercial material to be compressed which must include at least one of the following:
  - chips
  - fibre
  - flakes
- manufacturers' instructions for use and cleaning of equipment
- work order with specific instructions for pressing material using the daylight process
- template documents for recording production outcomes and equipment faults
- relevant personnel for the purposes of communicating information
- organisational procedures for pressing material using the daylight process

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPWPP3217 Process production effluent

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3217B Process production effluent, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to operate the effluent plant and distribute waste water to pasture.

The unit applies to production operators and technicians who process production effluent in a forest and wood products factory setting and includes draining and cleaning equipment.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare effluent plant	1.1 Select appropriate personal protective equipment and check for operational effectiveness. 1.2 Use equipment in line with organisational safety procedures, manufacturer’s instructions and environmental protection practices. 1.3 Set up pumping lines and check for operational effectiveness. 1.4 Pump treatment solution from mixing tank to effluent line, settling

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	pits and clarifier. 1.5 Run sludge from clarifier and drain water from sludge beds in line with organisational procedures and environmental protection practices.
2. Distribute water to pasture	2.1 Set flow rate and pump water to pasture area. 2.2 Check absorption and pH levels; monitor and adjust flow rate for optimal distribution.
3. Complete operator maintenance	3.1 Follow organisational safety procedures to lock out equipment. 3.2 Drain settling pits and clean to collection point. 3.3 Clean solids from discharge drain and dispose of in line with environmental protection practices. 3.4 Recirculate water from catchment area to irrigation. 3.5 Monitor dam banks for weed and vermin. 3.6 Keep effluent plant area clear of foreign bodies and debris in line with organisational safety procedures. 3.7 Record and report effluent processing and equipment faults 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.	
Numeracy skills to:	• measure correct amount of treatment solution required for settling pits and clarifier • complete routine calculations to determine optimal flow rate for water distribution and pH levels.

Reading skills to:	• interpret:
	  • workplace health and safety and other organisational procedures
	  • safety data sheets
	  • manufacturers' instructions.

Writing skills to:	• complete accurate basic records for effluent processing and equipment faults.
Planning and organising skills to:	• efficiently and logically sequence the stages of effluent treatment and water distribution.
Problem-solving skills to:	• identify and dispose of foreign material • recognise faulty equipment and resolve by reporting or

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	rectifying.
Technology skills to:	• select and use appropriate personal protective equipment for processing production effluent • efficiently and safely operate and monitor mechanical pumps used for processing effluent.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIWPP3217B Process production effluent

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP3217 Process production effluent

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3217B Process production effluent, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- process production effluent over two four hour shifts
- across those two shifts complete these activities:
  - treat production effluent
  - distribute treated water to pasture
  - drain and clean equipment and dispose of solids
  - complete basic written records of process outcomes and equipment faults.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- applicable commonwealth, state, territory or local government regulations relevant to effluent discharge
- environmental protection practices for processing production effluent:
  - reducing energy use
  - distributing treated water with appropriate levels of acidity and alkalinity
  - monitoring presence of weeds and vermin
  - disposing of solids and hazardous substances
- purpose of treating effluent and distributing water to pasture
- typical work flow processes and effluent treatment techniques

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- properties, at a basic level of understanding, of treatment solutions used in effluent treatment
- range of acceptable levels of acidity and alkalinity in processed effluent to minimise environmental impacts on the local area
- purpose, features and operation of equipment used to process production effluent:
  - pumping lines
  - mixing tanks
  - effluent line settling pits
  - clarifiers
  - sludge beds
- methods used to:
  - safely handle chemicals used in the treatment process
  - drain and clean equipment
- organisational procedures specific to processing production effluent:
  - workplace health and safety with particular emphasis on equipment lock out, use of personal protective equipment and handling hazardous substances
  - communication reporting lines
  - recording and reporting process outcomes and equipment faults.

Assessment Conditions

The following resources must be made available:

- effluent processing and water distribution plant including:
  - pumping lines
  - mixing tanks
  - effluent line settling pits
  - clarifiers
  - sludge beds
- personal protective equipment suitable for processing production effluent
- treatment solution
- manufacturers':
  - safety data sheets
  - instructions for equipment use
  - recommendations for draining and cleaning equipment
- template documents for recording process outcomes and equipment faults
- relevant personnel for the purposes of communicating information
- organisational procedures for processing production effluent.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

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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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPWPP3218 Plan and coordinate machining of panels

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3218B Plan and coordinate machining of panels, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to manage operational logistics for panel machining activities which includes planning cutting patterns and schedules for operators.

The unit applies to production operators and technicians who plan and coordinate machining of panels in a forest and wood products factory and also involves monitoring and evaluating processes and problems to determine and recommend improvements.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Plan machining operations	1.1 Interpret production orders and plan production of panel types and sizes. 1.2 Develop panel machining schedules to ensure optimum production outcomes.

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	1.3 Plan and document cutting patterns to maximise output and minimise wastage. 1.4 Communicate all information to operators in line with organisational procedures
2. Coordinate panel cutting operations	2.1 Identify and record variations in panel condition and report to operators. 2.2 Assist operators to resolve machining problems. 2.3 Monitor panel cutting processes; assess effectiveness of cutting pattern and ability to maintain schedule. 2.4 Modify cutting patterns and schedules to ensure optimum performance and communicate changes to operators. 2.5 Ensure machined panels are directed to designated area for storage or transferred for further processing. 2.6 Direct processes for rejecting and disposing of sub-standard machined panels and off-cuts in line with organisational safety procedures and environmental protection practices. 2.7 Complete and maintain operating logs and cutting records in line with organisational procedures. 2.8 Investigate and record major processing and equipment faults and resolve or report to appropriate personnel.
3. Evaluate machining performance	3.1 Monitor and evaluate panel cutting operations and output to determine process improvements. 3.2 Analyse systematic problems with equipment and panel quality for potential to improve machining processes. 3.3 Document recommended process improvements and communicate to appropriate personnel in line with organisational procedures.

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:	• complete calculations to determine:
	  • panel amounts required to satisfy production orders
	  • optimum volume return from panels
	  • machining schedules considering human and equipment resource capacity.
	• complete routine production records involving dimensions, panel

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	profiles and quantities tallied against work orders. • analyse machining process data to measure performance of cutting operations.

Oral communication skills to:	• provide clear and unambiguous information to operators about:
	  • initial and changing cutting patterns and schedules
	  • requirements to dispose of sub-standard panels and off-cuts.

Reading skills to:	• interpret production orders.

Writing skills to:	• develop documents in a style and format easily understood by others:
	  • cutting patterns and schedules
	  • reports on systematic issues with machining processes, potential process improvements including rationale for recommendations
	• complete accurate basic records of cutting output and equipment faults.

Planning and organising skills to:	• source, collect and organise data to inform cutting schedules and process improvement reports • efficiently and logically manage operational logistics for machining activities.
Problem-solving skills to:	• assess machining processes during operation and take quick action to modify schedules to resolve output problems • investigate equipment faults, consider systematic issues and resolve • analyse production problems, consider various solutions and determine process improvements.
Teamwork skills to:	• take responsibility for coordinating a team of operators for effective machining operations.
Technology skills to:	• monitor and evaluate the operational effectiveness of machining equipment • use a computer, keyboard and software to prepare cutting patterns, machining schedules, and reports.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIWPP3218B Plan and coordinate machining of panels

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP3218 Plan and coordinate machining of panels

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3218B Plan and coordinate machining of panels, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- plan and coordinate panel machining operations for production jobs in line with different production orders for each job
- determine, document and communicate cutting patterns and schedules for each of the above jobs
- assess panel output during machining operations for:
  - size
  - volume recovery
  - quality finish
  - dimensional consistency
- monitor, assess and modify schedules in response to changing circumstances within each of the above production jobs
- complete operating logs and cutting records for each of the above production jobs
- complete a detailed report about systematic issues arising across the jobs covering problems with processes, equipment and panels including recommendations for process improvements.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- environmental protection practices for machining panels:

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  - reducing water and energy use
  - disposing of, recycling and reusing timber and other waste
- operational capacity of panel machining equipment
- stages of the panel machining process
- typical flow of panel supply in and out of the machining area
- range of cutting patterns used on panels to achieve maximum output
- methods of determining cutting schedules to maximise:
  - equipment and labour use
  - volume return from panels
  - efficient handling of panels to be machined
- typical timber panel defects and how they affect ability to produce quality machined panels:
  - warp
  - wane
  - cupping
  - shakes
  - insect defects
  - knots
  - resin pockets
- methods used to:
  - assess panel cutting processes for quality of outcomes
  - diagnose and analyse systematic problems with equipment and panels
- format, content and use of:
  - cutting pattern documents
  - cutting schedules
  - operating logs and cutting records
  - process improvement reports
- organisational procedures specific to planning and coordinating panel machining operations:
  - communication reporting lines for operator team members and self
  - documenting cutting patterns, schedules and reports
  - recording and reporting systematic equipment faults.
  -

Assessment Conditions

The following resources must be made available:

- computers, keyboards, printers and software used to prepare planning and production documents
- machining production line with a continuous conveyor belt system
- saws which must include at least one of the following:

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  - manually controlled docking and trimming saws
  - band saws
  - bench saws
  - panel saws
  - saws with adjustable angle
  - saws with one or multiple blades
  - table saws
- personal protective equipment suitable for coordinating machining production lines
- panels of various dimensions which must include one or more of the following:
  - laminated
  - veneered
  - plywood
  - chipboard
  - fibreboard
  - medium density fibreboard
- templates for:
  - cutting pattern documents
  - cutting schedules
  - operating logs and cutting records
  - process improvement reports
  - records for equipment faults
- production order for panels with specific instructions for sizes, shapes or profiles
- organisational procedures for planning and coordinating panel machining operations
- a team of operators with whom the individual can interact.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting. Machining operations must be present in order that the individual can monitor, assess and modify schedules in response to changing circumstances.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPWPP3219 Blend and test binding mixes

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 1	This version replaces equivalent unit FPIWPP3219B Blend and test binding mixes, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.

Application

This unit of competency describes the skills and knowledge required to blend and test binding mixes used in the production of engineered wood panels.

The unit applies to individuals who work as production operators and technicians in an engineered wood panel facility. Operators generally work under broad or limited direction to complete routine activities related to their own work, and take responsibility for their work.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety regulations, legislation and standards that apply to the workplace.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for blending binding mix	1.1 Review work order, workplace health and safety requirements, environmental protection practices and emergency procedures for blending binding mix and, where required, check with appropriate personnel 1.2 Identify and report hazards and use personal protective equipment according to workplace requirements and health and safety legislation to maintain safe work practices 1.3 Obtain the type and quantity of binding mix for blending from storage 1.4 Select and plan blending process according to work order
2. Set up equipment and blend binding mix	2.1 Use equipment according to workplace health and safety procedures, manufacturer instructions and environmental protection practices 2.2 Set blend cycles according to work order 2.3 Measure ingredients and additives and blend to ensure minimum wastage 2.4 Transfer blend to appropriate storage location or production equipment through transfer lines without contamination 2.5 Monitor rate of including additives and, where required, adjust pumps
3. Test binding mix results	3.1 Test blend samples regularly, checking tack and adhesion properties 3.2 Interpret test results and, where required, adjust blend to achieve desired properties 3.3 Reject and dispose of incorrect blend according to environmental protection practices
4. Maintain and clean equipment	4.1 Clean blending, storage and transfer equipment according to workplace health and safety procedures 4.2 Turn off pumps and flush equipment according to manufacturer instructions 4.3 Dispose of excess blended material and additives according to environmental protection practices 4.4 Store equipment and ingredients according to workplace health and safety procedures

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	4.5 Record and report production outcomes and equipment faults to appropriate personnel

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Interpret safety data sheets
Numeracy	• Identify the quantity of ingredients to meet work order production requirements, and counts amounts • Calculate routine mixing ratios for blends • Interpret numerical data from binding mix test samples
Navigate the world of work	• Understand main tasks, responsibilities and boundaries of own role
Interact with others	• Use modes of communication suitable for the purpose to confirm and clarify understanding
Get the work done	• Recognise and respond to routine problems

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPWPP3219 Blend and test binding mixes Release 2	FWPWPP3219 Blend and test binding mixes Release 1	Updated industry terminology, workplace health and safety requirements and foundation skills; clarified the intent of the unit and assessment requirements.	Equivalent unit

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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP3219 Blend and test binding mixes

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 4.0.
Release 1	This version replaces equivalent unit FPIWPP3219B Blend and test binding mixes, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit. There must be evidence that, on at least one occasion, the individual has:

- followed workplace health and safety requirements and environmental protection procedures for blending binding mix used in the production of engineered wood panels
- prepared binding mixes for one or more of the following types of materials according to individual work orders that prescribe varying quantities of ingredients:
  - chips
  - flakes
  - fibre
- demonstrated use of water- and resin-based glues
- taken samples and test mix for types of properties that include:
  - mix quantities
  - viscosity
  - colour
  - spread
  - tack
  - cured bond strength
  - setting speed
  - how weather conditions may be affecting the process.

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Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- health and safety hazards or risks related to blending binding mix for the production of engineered wood products as identified through risk assessments, manufacturer technical information, regulations and industry health and safety guides
- workplace procedures specific to blending and testing mixes:
  - health and safety, with particular emphasis on equipment lockout, emergency procedures, use of personal protective equipment (PPE) and handling hazardous substances according to safety data sheets
  - use of equipment for blending binding mix
  - communication reporting lines
  - recording and reporting production outcomes and equipment faults
- environmental protection practices for blending and testing binding mixes:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of hazardous substances
- storage layout and categories for:
  - raw materials
  - finished mixes
- typical flow of material supply in and out of the mixing area
- typical workflow processes for blending and testing binding mixes
- properties, at a basic level of understanding, of ingredients and their uses:
  - rubber-based adhesives
  - polyvinyl acetate
  - epoxy resins and formaldehydes
  - chips
  - flakes or fibre
  - hardeners
  - softeners
  - accelerants
  - decelerators
  - dyes
- effects of weather conditions on blending processes
- methods used to:
  - blend binding mix
  - test samples of the mix
  - safely store glue and additives
- purpose, features, operation and basic non-specialist maintenance of mixing systems used to blend binding mix:

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- mixers with manually controlled feed
- mixers with pre-programmed mix quantities.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - blending system with transfer pumps
  - personal protective equipment suitable for blending and testing mixes
  - ingredients for binding mix including chips, flakes or fibre
- specifications:
  - recipes for mixing ingredients
  - manufacturer safety data sheets, instructions for equipment use and recommendations for maintaining equipment
  - work order with specific instructions for blending binding mixes
  - template documents for recording production outcomes and equipment faults
  - workplace procedures for blending and testing mixes, including health and safety and emergency procedures and environmental protection procedures.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPWPP3220 Plan and coordinate panel painting

Modification History

Release	Comment
1	Replaces equivalent FPIWPP3220B Plan and coordinate panel painting, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to manage operational logistics for the roller coating, curtain coating and spray painting lines.

The unit applies to production operators and technicians who plan and coordinate panel painting in a forest and wood products setting and also involves monitoring and evaluating processes and problems to determine improvements.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Plan painting operations	1.1 Review and interpret work orders to determine production requirements. 1.2 Develop painting schedules and communicate to operators in line with organisational procedures. 1.3 Plan and schedule equipment settings and operations. 1.4 Plan and prescribe control measures to minimise waste of paint and

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	additives. 1.5 Identify, monitor and assess variations in paint mixtures.
2. Coordinate painting operations	2.1 Direct operators to load and unload painting equipment. 2.2 Coordinate paint application and curing processes and monitor for quality finish and completion rates. 2.3 Check paint line performance and interpret data to ensure accuracy and intended coverage. 2.4 Modify schedules to ensure optimum and cost effective production outcomes and communicate changes to operators. 2.5 Coordinate the disposal of excess paint in line with environmental protection practices. 2.6 Direct correct processes for cleaning painting equipment to ensure compliance with organisational safety procedures and environmental protection practices. 2.7 Investigate, record and report major processing and equipment faults and resolve or report to appropriate personnel
3. Evaluate and modify painting processes.	3.1 Monitor and evaluate painting operations and output to determine process improvements. 3.2 Analyse systematic problems with plant, equipment, paints and panels for potential to improve painting processes. 3.3 Document recommended process improvements, communicate to appropriate personnel and seek approval. 3.4 Trial new processes, document outcomes and introduce appropriate system changes.

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:	• complete calculations to determine:
	  • paint amounts required to satisfy work orders
	  • optimum volume return from paint
	  • painting schedules considering human and equipment resource capacity.
	• analyse painting process data to measure paint line performance.

Oral communication	• provide clear and unambiguous information to operators about:

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skills to:	• initial and changing painting schedules • requirements to dispose of excess paint and clean equipment.
Reading skills to:	• interpret work orders.

Writing skills to:	• develop comprehensive documents in a style and format easily understood by others:
	  • painting schedules
	  • reports on systematic issues with painting processes, potential process improvements including rationale for recommendations
	• complete accurate basic records of equipment faults.

Planning and organising skills to:	• source, collect and organise data to inform painting schedules and process improvement reports • efficiently and logically manage operational logistics for painting activities.
Problem-solving skills to:	• assess painting processes during operation and take quick action to modify schedules to resolve output problems • investigate major equipment faults, consider systematic issues and resolve • analyse production problems, consider various solutions and determine process improvements.
Teamwork skills to:	• take responsibility for coordinating a team of operators for effective painting operations.
Technology skills to:	• monitor and evaluate the operational effectiveness of painting equipment • use a computer, keyboard and software to prepare painting schedules, and reports.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIWPP3220B Plan and coordinate panel painting

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP3220 Plan and coordinate panel painting

Modification History

Release	Comment
1	Replaces equivalent FPIWPP3220B Plan and coordinate panel painting, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- plan and coordinate panel painting operations for production jobs in line with different work orders for each job
- determine, document and communicate painting schedules for each of the above jobs
- monitor, assess and modify schedules in response to changing circumstances within each of the above production jobs
- complete a detailed report about systematic issues arising across the jobs covering problems with processes, plant, equipment, paints and panels including recommendations for process improvements.
-

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- environmental protection practices for painting panels:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of hazardous substances
- operational capacity of and cleaning requirements for painting production lines:
  - roller coating lines
  - spray booths

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    - curtain coating lines
- stages in the painting production line process
- methods of determining painting schedules to maximise:
    - equipment and labour use
    - volume return from paint
    - efficient handling of panels to be painted
- control measures to minimise waste of paint and additives
- methods used to:
    - assess painting processes for quality of outcomes
    - diagnose and analyse systematic problems with plant, equipment, paints and panels
- format, content and use of:
    - painting schedules
    - process improvement reports
- organisational procedures specific to planning and coordinating panel painting operations:
    - communication reporting lines for paint operator team members and self
    - documenting painting schedules and reports
    - recording and reporting systematic equipment faults.
    -

Assessment Conditions

The following resources must be made available:

- computers, keyboards, printers and software used to prepare planning and production documents
- painting production lines
- personal protective equipment suitable for coordinating painting lines
- panels which must include at least one of the following:
    - medium density fibreboard
    - chipboard
    - fibreboard
    - plywood
- paint which must include at least one of the following:
    - water based
    - oil based
    - solvent based
- template:
    - painting schedules
    - process improvement reports
    - records for equipment faults
- work order with specific instructions for painting panels
- organisational procedures for planning and coordinating panel painting operations

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- a team of operators with whom the individual can interact
- relevant personnel for the purposes of communicating information

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting. Painting operations must be present in order that the individual can monitor, assess and modify schedules in response to changing circumstances.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPWPP3222 Press laminated ply

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3222B Press laminated ply, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to set up, operate and shut down hot and cold presses as well as their combined operation used to press laminated ply.

The unit applies to production technicians and operators who press laminated ply in a forest and wood products factory setting.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for pressing.	1.1 Review and check work order with appropriate personnel. 1.2 Identify hazards and control risk in the work area. 1.3 Acquire type and quantity of ply to be pressed from the assembly process. 1.4 Conduct pre-start checks on equipment in line with manufacturer's recommendations and site requirements.

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	1.5 Select pressing process in line with site procedures. 1.6 Communicate with relevant personnel as required, to ensure safety and production requirements are met.
2. Operate, monitor and report pressing process.	2.1 Set and adjust press cycle times, pressures, temperatures and product parameters to meet production requirements. 2.2 Assess assembled ply and check tack level before loading with defective assemblies returned for reworking. 2.3 Operate and monitor hot or cold press to press boards in line with site requirements. 2.4 Perform unload and reload cycles. 2.5 Regularly assess pressed and finished ply and action necessary changes to assembly and pressing processes. 2.6 Dispose of sub-standard pressed ply in line with site procedures and environmental requirements. 2.7 Record and report pressing process and equipment faults to appropriate personnel.
3. Unload, maintain and load press.	3.1 Open press in line with operating procedures. 3.2 Separate and remove ply and plates. 3.3 Load ply into transport or storage racks for cooling. 3.4 Monitor plate condition during unloading, clean and spray with release agent and remove defective plates for repair. 3.5 Stack assembled ply, plates and overlay panels in press to specified height or number and squareness. 3.6 Transfer finished ply for further processing in line with site requirements.

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:	• interpret instruments, gauges and data recording equipment.
Reading skills to:	• interpret safety data sheets (SDS) • monitor process information displayed on screens
Writing skills to:	• maintain documentation (log activity) • record quality outcomes.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPIWPP3222B Press laminated ply.

Links

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Assessment Requirements for FWPWPP3222 Press laminated ply

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3222B Press laminated ply, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- identify hazards and control risks in the work area
- operate hot and cold pressing equipment to produce laminated ply according to safe work procedure:
  - set parameters
  - load press
  - unload press
  - restart press cycle
- monitor quality of pressed and finished ply and adjust pressing process
- dispose of sub-standard ply according to site and environmental protection requirements
- inspect plates for faults and remove defective plates for repair
- record and report pressing process according to workplace procedure
- redistribute material on site using designated equipment according to workplace procedures.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- safe work procedure for pressing ply
- environmental protection requirements relevant to safe disposal or re-use of waste material
- procedures for identifying and controlling hazards and risks associated with pressing ply

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- laminated ply characteristics
- hot, cold and combination pressing methods
- storage areas for cooling ply
- procedures for identifying and rectifying faults during the pressing process
- procedures for identifying signs of defective pressing plates
- procedures for equipment lock-out
- procedures for recording and reporting pressing process and faults
- procedures for transferring finished ply
- procedures for removing and cleaning press plates.
-

Assessment Conditions

The following resources must be made available:

- work order
- hot or cold press
- release agent
- ply
- overlay panels
- relevant personnel for the purposes of communicating information
- documents, spreadsheets and commonly used proforma documents
- personal protective equipment:
  - safety glasses
  - protective footwear
  - high visibility clothing

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPWPP3223 Immunise veneer

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3223B Immunise veneer, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to plan and prepare a veneer immunisation process, treat veneer for protection against insects, pack veneer and report information.

The unit applies to production technicians and operators who immunise veneer in a forest and wood products factory setting.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for veneer immunisation.	1.1 Work order is reviewed and checked with appropriate personnel 1.2 Identify hazards and control risk according to site procedures. 1.3 Retrieve from storage location and assess type and quantity

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	of veneer to be immunised. 1.4 Check equipment for operational effectiveness in line with manufacturer's recommendations. 1.5 Plan immunising process in line with site procedures. 1.6 Communicate plan with relevant personnel in line with site requirements.
2. Prepare chemicals and perform veneer immunisation process.	2.1 Access and prepare type and quantity of chemicals and solutions to be used. 2.2 Operate ancillary equipment used to add chemical solutions in line with operating procedures. 2.3 Regularly test samples of solution in line with standard operating procedures. 2.4 Plan load and unload cycles to provide selected treatment and drainage time for veneer. 2.5 Load and unload veneer from solution tanks in line with standard operating procedures. 2.6 Operate transfer equipment to shift veneer and visually assess treated veneer to establish modifications required to treatment process. 2.7 Monitor drainage of treated veneer to ensure even drying.
3. Reject or pack and label veneer panels and report information.	3.1 Reject and dispose of, recycle or re-use veneer panels with a failed immunisation process, in line with site procedures and environmental requirements. 3.2 Pack and label dried veneer panels in line with standard operating procedures. 3.3 Record and report veneer immunising process and equipment faults to appropriate personnel.
4. Clean up and store chemicals.	4.1 Perform veneer immunisation clean up in line with safe work procedures. 4.2 Check condition of treating mechanisms and rectify if required. 4.3 Clear treatment area of dust, shavings and debris in line with site requirements. 4.4 Store chemicals in line with statutory requirements.

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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:	• measure chemical quantities • set numerical data
Reading skills to:	• interpret safety data sheets (SDS) • monitor process information displayed on screens
Writing skills to:	• log veneer process information • complete shift change-over reports

Range of Conditions

Not Applicable

Unit Mapping Information

FPIWPP3223B Immunise veneer.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP3223 Immunise veneer

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3223B Immunise veneer, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- prepare the work area for the veneer immunisation process according to work health and safety (WHS) requirements and site requirements
- prepare chemicals and immunise veneer according to standard operating procedure
- load and unload at least three cycles of veneer
- visually assess immunised veneer for faults and dispose of according to standard operating procedure and environmental requirements
- record veneer immunisation process and faults according to workplace procedures
- store chemicals according to statutory requirements.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- procedures for environmental protection requirements, including the safe disposal of waste material, the safe use and storage of chemicals and safe cleaning of plant and work area
- safe work procedures for immunising veneer
- hazards and risks associated with immunising veneer and how to control them according to hierarchy of risk control
- veneer immunising techniques
- procedures for fault finding during visual inspection of veneer to determine suitability for packing

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- safety data sheets relevant to chemicals used to immunise veneer
- characteristics of veneer (quarter sawn, back sawn, radial/rotary sawn)
- storage locations and stock rotation positions
- procedures for packing and labelling dried veneer panels
- procedures for checking condition of treating mechanisms
- procedures for recording and reporting veneer immunisation process and faults using manual or electronic recording systems
- procedures for equipment lock-out
- statutory requirements for the safe storage and handling of chemicals.

Assessment Conditions

The following resources must be made available:

- work order
- chemicals or chemical solutions used to immunise veneer which must include one or more of the following:
  - insecticides
  - solvents
  - preservative oils
  - waterborne preservatives
- types of veneers including quarter sawn, back sawn or radial/rotary sawn
- equipment used to immunise veneer: chemical solution tanks, chemical mixing and transfer equipment, veneer transfer equipment
- documents, spreadsheets and commonly used proforma documents
- relevant personnel for the purposes of communicating information
- personal protective equipment:
  - safety glasses
  - protective footwear
  - high visibility clothing.

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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FWPWPP3224 Profile sand products

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3224B Profile sand products, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to profile sand surfaces of curved or shaped products to achieve a smooth surface.

The unit applies to production technicians and operators that profile sanding products in a forest and wood products factory setting.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Timber Manufactured Products

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Plan and prepare for sanding.	1.1 Review and check work order with relevant personnel. 1.2 Identify hazards and control risk according to site procedures. 1.3 Retrieve type and quantity of profiles to be sanded from the production process. 1.4 Check equipment for operational effectiveness in line with

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	manufacturer's recommendations, using an inspection checklist. 1.5 Plan sanding process in line with site procedures. 1.6 Communicate plan with relevant personnel according to site procedures.
2. Sand profiles and report faults.	2.1 Set sanding profile and feed rate for optimal smoothing of product and adjust to suit varying products. 2.2 Perform profile sanding in line with site requirements. 2.3 Regularly check and clean dust extraction equipment to avoid blockages. 2.4 Visually assess product quality to ensure specified outcome has been achieved. 2.5 Remove and replace worn sanding medium as required. 2.6 Reject and dispose of products with sanding defects in line with site procedures and environmental requirements. 2.7 Record and report sanding process and equipment faults to appropriate personnel.
3. Grade and distribute products and clean up.	3.1 Grade products in line with site requirements and industry standards. 3.2 Move material to storage or processing operations in line with site requirements. 3.3 Clean work area in line with site requirements.

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:	• set and adjust parameters on equipment • use grading codes

Range of Conditions

Not Applicable

Unit Mapping Information

FPIWPP3224B Profile sand products.

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Assessment Requirements for FWPWPP3224 Profile sand products

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3224B Profile sand products, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- control risk in the work environment
- safely and efficiently profile sand products in line with workplace requirements using profile sanding machinery
- set profile sanding parameters for different products
- clean dust extraction equipment
- remove and replace sanding mediums
- visually assess product quality and dispose of defective products
- grade products in preparation for distribution
- distribute products on-site using designated equipment.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- site standards, workplace requirements and safe work procedures for profile sanding products
- hazards and risks associated with the profile sanding process, and how to control them
- different sanding techniques suited to different products with varying characteristics and profile types
- characteristics of timber and panels
- procedures for visually inspecting product quality and identifying defects

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- procedures for disposal of defective products according to environmental guidelines
- distribution procedures following profile sanding operations
- established communication channels and protocols
- procedures for the use, operation and maintenance of tools and equipment used to profile sand products
- procedures for recording and reporting sanding process and equipment faults
- procedures for cleaning the work area.

Assessment Conditions

The following resources must be made available:

- work order
- profile sanding machine
- sanding medium: sandpaper, emery cloth, sanding belt
- transferral equipment
- timber products which must include one or more of the following:
  - solid timber/moulded panel strips
  - building components
  - furniture components
  - bench tops
  - shaped panels
  - articles with moulded or shaped edges/surfaces
- relevant personnel for the purposes of communicating information
- documents, spreadsheets and commonly used proforma documents
- personal protective equipment:
  - safety glasses
  - protective footwear
  - high visibility clothing.

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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FWPWPP3225 Produce profile sanding shoes and wheels

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3225B Produce profile sanding shoes and wheels, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to produce profile sanding shoes and wheels that match the product profile to be sanded.

The unit applies to production technicians and operators that produce profile sanding shoes and wheels in a forest and wood products factory setting.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Timber Manufactured Products

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for production.	1.1 Review and check work order with appropriate personnel. 1.2 Identify hazards and control risk in the work area according to work health and safety (WHS) requirements. 1.3 Retrieve from stock, type and quantity of blanks for shoes and

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	wheels to be produced. 1.4 Conduct pre-start checks on equipment in line with manufacturer's recommendations and site requirements. 1.5 Plan production process in line with site procedures. 1.6 Communicate plan with others as required, to ensure safety and production requirements are met, in line with site procedures.
2. Produce shoes and wheels.	2.1 Produce template from tin or other metal plate to match profile. 2.2 Position shoe or wheel in machine and shape in line with template, stopping regularly to check shaping with template. 2.3 Label wheels or shoes to follow profile. 2.4 Install wheels or shoes into profile sander in preparation for profile sanding operations. 2.5 Reject and dispose of templates with defects in line with site procedures and environmental requirements. 2.6 Record and report production process and equipment faults to appropriate personnel.
3. Conduct operator maintenance.	3.1 Follow equipment lock-out procedures in line with site procedures. 3.2 Check and maintain condition of shoe or wheel shaping equipment. 3.3 Check shaper cutters for blunt or damaged condition and sharpen as required. 3.4 Clean tool room and clear of waste in line with site procedures.

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:	• set and adjust parameters on profile sanding equipment.
Reading skills to:	• read manual or computer-based information: production, quality, maintenance information.
Writing skills to:	• record equipment inspection and maintenance information (checklists, fault reports) • complete log book requirements (manual or electronic).

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Range of Conditions

Not Applicable

Unit Mapping Information

FPIWPP3225B Produce profile sanding shoes and wheels.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP3225 Produce profile sanding shoes and wheels

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3225B Produce profile sanding shoes and wheels, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- produce profile sanding shoes and wheels in line with safe work procedure
- insert profile sanding shoes and wheels in a profile sanding machine to match given profiles
- mount a wheel in a metal lathe
- form the shape of a profile with the aid of a template
- visually assess templates to identify defects and dispose of defective materials according to site and environmental protection requirements
- lock-out equipment, visually inspect condition of components and sharpen or replace worn components
- record production, quality and maintenance information using manual or computer-based data entry system (log book or computer).

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- safe work procedures for producing profile sanding shoes and wheels
- procedures for set-up of profile sanding equipment procedures for hazard identification and risk control relevant to own work role
- procedures for recycling or re-using defective templates and disposing of waste material according to environmental protection requirements

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- profiling techniques
- wheel and shoe production methods
- established communication channels and protocols used to interact with workplace personnel
- procedures for fault finding to determine product quality
- procedures for use, operation and maintenance of shaping equipment and components, including equipment lock-out procedures
- procedures for recording and reporting production, quality and maintenance information.

Assessment Conditions

The following resources must be made available:

- work order
- pre-start checklist
- shoe and wheel shaping equipment
- profile sander, sanding shoes and wheels
- template material
- manual or computer-based recording system to record production, quality and maintenance information
- relevant personnel for the purposes of communicating information
- personal protective equipment:
  - safety glasses
  - protective footwear
  - high visibility clothing

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

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FWPWPP3227 Vacuum paint

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3227B Vacuum paint, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to paint articles using a vacuum painting line with drying ovens and de-nibbing machines.

The unit applies to production technicians and operators who vacuum paint in a forest products factory setting.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products.

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for vacuum painting process.	1.1 Work order is reviewed and checked with appropriate personnel. 1.2 Identify and follow safe work procedure for vacuum painting. 1.3 Acquire type and quantity of articles to be vacuum painted from storage location. 1.4 Check equipment for operational effectiveness in line with

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	manufacturer's recommendations and site requirements. 1.5 Plan and select vacuum painting process, feed rates and paint in line with site procedures. 1.6 Load paint products in equipment in line with manufacturer's specifications and safe work procedure. 1.7 Manufacture and fit paint templates according to manufacturer's specifications and safe work procedure. 1.8 Communicate with relevant personnel as required, to ensure safety and production requirements are met.
2. Vacuum paint.	2.1 Operate vacuum paint coater in line with recipes and manufacturer's recommendations. 2.2 Apply paint and continuously monitor and adjust flow rates and viscosity in line with site requirements. 2.3 Continuously monitor paint operations and wet film thickness, clearing blockages and filters to maintain paint coverage to specifications. 2.4 Regularly check products for surface quality and contamination in line with site requirements and take corrective action. 2.5 Remove sub-standard painted items from painting process and review for further action. 2.6 Calibrate test equipment and regularly test samples of paint.
3. Operate drying oven.	3.1 Start ovens and bring to operating temperature in line with manufacturer's specifications. 3.2 Monitor oven drying processes in line with standard operating procedures. 3.3 Reject and dispose of products with oven drying defects in line with site procedures and environmental requirements. 3.4 Adjust drying operations in response to paint adhesion test results.
4. Operate de-nibber.	4.1 Set up and start de-nibbing machine in line with manufacturer's recommendations. 4.2 Select and install profile flap brushes. 4.3 Process and assess sample strips. 4.4 Reject and dispose of products with de-nibber defects in line with site procedures and environmental requirements. 4.5 Adjust de-nibbing process in line with sample results. 4.6 Operate and monitor de-nibbing machine in line with standard operating procedures.

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	4.7 Investigate and resolve routine de-nibbing problems.
5. Shut down and clean equipment and record information.	5.1 Shut down equipment in coordination with other line operators and site procedures. 5.2 Turn off vacuum coater, dryer and de-nibber and flush equipment in line with standard operating procedures. 5.3 Dispose of excess paint and flushing liquid in line with statutory requirements and environmental regulations. 5.4 Store equipment and paint in line with statutory requirements and environmental regulations. 5.5 Record and report processing and equipment faults 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.	
Numeracy skills to:	• enter numerical data when setting machinery • measure paint quantities • measure paint template dimensions • calculate paint flow rates and viscosity • set and adjust oven temperatures
Reading skills to:	• monitor dials and gauges • read log sheet information
Writing skills to:	• complete log sheet information (manually or electronically) • record pre-start inspection information
Problem solving skills to:	• respond to faults and problems throughout the vacuum paint process.

Range of Conditions

Not Applicable

Unit Mapping Information

FWPWPP3227B Vacuum paint.

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Links

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Assessment Requirements for FWPWPP3227 Vacuum paint

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3227B Vacuum paint, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- identify hazards and control risk in the work area
- set up vacuum painting process
- set parameters on equipment
- load paint products
- manufacture and fit paint templates
- operate vacuum paint coater and maintain paint coverage according to work order specifications
- adjust paint flow rates and viscosity
- clear vacuum paint blockages and filters
- calibrate test equipment and test samples of paint throughout the vacuum paint process
- operate, monitor and adjust drying oven according to standard operating procedure
- set up and operate de-nibbing machine
- install profile flap brushes in de-nibbing machine
- identify, remove and dispose of defective products during the vacuum painting, oven drying and de-nibbing process
- shut down and clean vacuum paint coater, drying oven and de-nibbing machine according to standard operating procedure
- shut-down and flush equipment
- store materials and equipment and dispose of waste according to statutory and environmental protection requirements.

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Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- safe work procedures relevant to the set-up, operation, shut-down and cleaning of vacuum painting, oven drying and de-nibbing equipment
- procedures for hazard identification and risk control during the entire vacuum painting process including:
- paints, their viscosity, film thickness, film wetness and feed rates
- procedures for the safe handling, use and storage of paints including their safety data sheets (SDS)
- procedures for clearing blockages and cleaning filters during the vacuum paint process
- procedures for safe disposal of waste materials according to environmental protection requirements
- workplace storage and labelling systems used to support the vacuum painting process
- workplace communication channels and protocols used to communicate with relevant personnel
- procedures for sample testing and calibration of sample testing equipment
- paint recipes and how they are applied in the vacuum paint process
- procedures for identifying product contamination and defects including:
- dust, water spots, oil spots from equipment or oily finger prints
- orange peel effect
- incomplete cover
- solvent boil
- procedures for equipment lock-out
- procedures for identifying, recording and reporting vacuum painting process and equipment fault information
- procedures for emergency response (accident, fire, serious equipment fault).

Assessment Conditions

The following resources must be made available:

- work order
- articles to be vacuum painted
- storage location
- personal protective equipment required to vacuum paint
- vacuum painting chamber
- drying oven
- de-nibber together with continuous roller conveyors
- paint suitable for vacuum coating
- paint templates
- vacuum paint recipes
- relevant personnel for the purposes of communicating information
- established recording and reporting mechanisms (manual or computer-based log book)

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- sample safe work procedures for:
  - vacuum painting, drying and de-nibbing process
  - testing samples
  - cleaning machinery
  - manufacturer's equipment guidebook

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

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FWPWPP3228 Dry Wood Flakes

Modification History

Release	Comment
1	Replaces superseded equivalent FPIWPP3228B Dry wood flakes, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to dry wood flakes for downstream use in board production and to operate dryers and other ancillary equipment.

The unit applies to production technicians and operators who dry wood flakes in a forest and wood products factory setting.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products.

Elements and Performance Criteria

Elements describe the essential outcomes.	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.
1. Prepare to dry wood flakes.	1.1 Review work order and check with appropriate personnel. 1.2 Identify hazards and control risk in the work environment. 1.3 Acquire type and quantity of flakes to be dried from production process, and assess. 1.4 Select equipment appropriate to work requirements and conduct pre-start checks in line with manufacturer's recommendations and

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	site procedures. 1.5 Plan drying process in line with site procedures. 1.6 Establish and maintain communication with relevant personnel in line with work health and safety (WHS) requirements.
2. Dry wood flakes and monitor quality.	2.1 Start dryer and hot oil system and monitor continuously in line with operational procedures. 2.2 Set drying temperature, humidity and feed rate for optimal recovery of product. 2.3 Position flakes and feed at a rate appropriate to machine speed, capacity, flakes moisture content, thickness and condition. 2.4 Visually assess flakes and measure moisture levels to ensure specified outcome has been achieved. 2.5 Coordinate out-feed to ensure efficient recovery of dried flakes. 2.6 Reject and dispose of sub-standard flakes in line with site procedures and environmental requirements.
3. Grade and redistribute wood flakes.	3.1 Grade flakes in line with site requirements and industry standards. 3.2 Move flakes to storage or processing operations in line with site requirements. 3.3 Reject and dispose of sub-standard material in line with site requirements.
4. Clean up, maintain equipment and record information.	4.1 Clean work area in line with site requirements. 4.2 Follow equipment lock-out procedures in line with site procedures. 4.3 Check drying mechanism for effective condition. 4.4 Check and maintain oil levels, air filters, conveyors and chains. 4.5 Clear dust, shavings and debris from drying area in line with workplace requirements. 4.6 Record and report drying process and equipment faults 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.

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Numeracy skills to:	• interpret gauges, dials and screens displaying numerical information (levels, capacity, speed) • estimate flakes size, quantity and thickness • use grading codes.
Reading skills to:	• monitor drying process information.
Writing skills to:	• enter data • record production, quality and maintenance information.
Problem solving skills to:	• identify irregularities in temperature and levels and make appropriate adjustments.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIWPP3228B Dry Wood Flakes

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP3228 Dry Wood Flakes

Modification History

Release	Comment
1	Replaces superseded equivalent FPIWPP3228B Dry wood flakes, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- operate drying equipment and hot oil systems to dry wood flakes in line with work order and safe work procedures in readiness for storage and/or processing
- monitor and adjust equipment parameters to ensure production requirements are met
- visually assess dried wood flakes to identify faults and determine quality for grading
- grade and redistribute flakes on-site using designated equipment
- identify hazards and control risk throughout the drying wood flakes process
- perform emergency shut-down procedure in response to fire
- perform operator maintenance on drying equipment:
  - perform equipment lock-out procedure
  - check and maintain oil levels, air filters, conveyers, chains
- clean up work area and clear drying area of waste
- appropriately dispose of waste
- record production, quality and fault information using designated workplace recording systems.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- safe work procedures relevant to operating drying equipment and hot oil systems to dry wood flakes

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- procedures for the safe disposal of waste materials according to environmental protection guidelines
- wood flakes drying techniques (using pre-dryers, dryers, cooling sections, steam, gas, heated air)
- procedures for visually assessing wood flakes to determine characteristics, faults, finish and quality
- procedures for grading and redistributing wood flakes
- established communication channels and protocols used to communicate with relevant personnel
- procedures for identifying irregularities and faults with machinery and ancillary equipment, and appropriate resolution strategies
- procedures for the operation and maintenance of drying equipment
- procedures for recording and reporting production, quality and fault information
- procedures for setting, monitoring and adjusting feed rate and moisture content
- storage systems appropriate for the storage of wood flakes:
  - storage racks
  - storage bays
  - bins, stacks
  - pallet boxes
  - modularised storage compartments
  - temporary stacking bays
- workplace specific dryers and ancillary equipment used to dry wood flakes
- waste minimisation, disposal, recycling and re-use guidelines
- emergency procedures in response to fire, accident, and serious equipment fault.

Assessment Conditions

The following resources must be made available:

- work order
- manual or computer-based recording and reporting systems for:
  - production records
  - quality records
  - maintenance records
  - tally sheets
- wood flakes
- storage area
- wood flakes transfer equipment
- drying equipment
- relevant personnel for the purposes of communicating information
- personal protective equipment required for drying wood flakes.

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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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPWPP3229 Classify flake

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3229B Classify flake, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to operate specialist equipment to classify flake in readiness for downstream production of panel products, while monitoring and maintaining the flow of operation. The unit includes operator maintenance.

The unit applies to those classifying flake in a forest and wood products factory setting. The skills and knowledge required for competent workplace performance are to be used within the scope of the person's job and authority.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Elements and Performance Criteria

Elements describe the essential outcomes.	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.
1. Prepare to classify flake.	1.1 Check and review work order with appropriate personnel. 1.2 Identify, clarify and follow safe work procedure for classifying flake. 1.3 Identify hazards and control risk in the work area.

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	1.4 Conduct pre-start checks on equipment in line with manufacturer's recommendations and site procedures. 1.5 Acquire and assess from stockpile type and quantity of flake to be classified. 1.6 Plan flake classifying process in line with site procedures.
2. Operate equipment and classify flake.	2.1 Adjust screens and feed systems to separate flake into required sizes and operate equipment in line with site requirements. 2.2 Monitor flake flow, usage and silo levels and take action to ensure optimal production and availability of sufficient storage space. 2.3 Direct output to designated silos and immediately clear blockages to ensure smooth transfer. 2.4 Reject and dispose of flake unsuitable for classification in line with site procedures and environmental requirements.
3. Maintain equipment, clean up and maintain record keeping procedure.	3.1 Lock out equipment in line with workplace requirements and site procedures. 3.2 Check grinding elements for faulty, blunt or damaged condition, and remove and replace as required, in line with manufacturer's recommendations. 3.3 Clear machine and surrounding area of foreign matter and debris in line with workplace requirements. 3.4 Record and report processing and equipment faults 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.	
Numeracy skills to:	• estimate storage capacity, flake quantities and flow rates.
Reading skills to:	• monitor information on screens.
Writing skills to:	• enter log sheet data • complete pre-start checklist.
Problem solving skills to:	• detect faults and take immediate action to rectify problems including blockages requiring emergency shut-down and immediate rectification.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPIWPP3229B Classify flake

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP3229 Classify flake

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3229B Classify flake, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- operate equipment to classify flake according to work order and safe work procedures
- respond to a blockage requiring emergency shutdown
- visually assess flake to determine it classification characteristics
- identify and appropriately dispose of unsuitable flake
- conduct operator maintenance on flake classifying equipment
- store flake in line with workplace requirements
- record and report production, quality and maintenance information using designated workplace recording systems (manual or computer-based).

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- safe work procedure relevant to classifying flake
- hazards and risk controls relevant to the classifying flake process
- process faults that require emergency shut-down and immediate resolution
- emergency response procedures relevant to fire, accident, serious equipment or process fault
- environmental protection requirements: waste minimisation and disposal, recycling and reuse guidelines
- organisational and site standards, requirements, policies and procedures for classifying flake

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- flake classification process
- flake characteristics:
  - size categories
  - species
  - core fraction
  - surface fraction
  - overs and dust
  - moisture content
- storage systems and labelling requirements
- established communication channels and protocols
- procedures for identifying and resolving problems and faults during the classify flake process
- procedures for the operation and maintenance of equipment
- procedures for recording and reporting faults, processing and equipment maintenance information (production, quality, maintenance and tally sheets).

Assessment Conditions

The following resources must be made available:

- personal protective equipment required for classifying flake
  - flake (any of the following):
    - wood flake, planer shavings, sawdust, shredded board
- classifiers
- flake towers
- screens and silos
- sifters
- mechanised feed systems (conveyors, transfer cars or chutes)
- transfer equipment (regular feed systems, blow lines or drag chains)
- relevant personnel for the purposes of communicating information
- site documents: work order, safe work procedure, equipment lock-out procedure, log book or computer-based equivalent.

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

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FWPWPP3230 Produce decorative veneers

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3230B Produce decorative veneers, which was first released with FPI05 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to produce decorative veneers in readiness for application to chipboard, medium density fibreboard, plywood or other board products following customer order specifications.

The unit applies to production operators and technicians who produce decorative veneers in a forest and wood products factory setting

Licensing, legislative, regulatory or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products.

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for production of veneer.	1.1 Review work order and check with appropriate personnel. 1.2 Identify and follow safe work procedure for producing decorative veneers. 1.3 Identify hazards and control risk in the work area. 1.4 Acquire type and quantity of decorative veneer to be

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	produced, from veneer production process. 1.5 Select equipment and conduct pre-start check in line with manufacturer's recommendations and site requirements. 1.6 Select veneer production process in line with site procedures. 1.7 Establish and maintain communication with relevant personnel as required, to ensure safety and production requirements are met.
2. Produce decorative veneer and dispose of sub-standard material	2.1 Visually inspect veneer for decorative qualities, layout design, defects and select for use. 2.2 Select joining points and cut veneer in line with layout design. 2.3 Prepare decorative veneers for joining and bonding to panel product. 2.4 Check completed veneers for conformity to work order and repair any imperfections. 2.5 Mark completed veneers for designated joining sequence in line with layout design. 2.6 Reject and dispose of sub-standard decorative veneers in line with site procedures and environmental requirements.
3. Regrade and redistribute veneer, clean up and maintain records.	3.1 Assess joins and regrade veneer in line with site requirements and industry standards. 3.2 Direct and move material to storage or processing operations in line with site requirements. 3.3 Reject and dispose of sub-standard material in line with site requirements. 3.4 Clean work area in line with safe work procedure and site requirements. 3.5 Record and report decorative veneer process and equipment faults 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.	
Numeracy skills to:	• use measuring equipment • lay out design in patterns that best accentuate the decorative veneer.

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Reading skills to:	• interpret work orders.
Writing skills to:	• record pre-start check information • set parameters for veneer production process.
Problem solving skills to:	• control risk throughout the veneer production process • maintain production flow by responding appropriately to production faults.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIWPP3230B Produce decorative veneers.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP3230 Produce decorative veneers

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3230B Produce decorative veneers, which was first released with FPI05 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- set up the work area in preparation for producing decorative veneers
- produce decorative veneers in line with safe work procedure and while controlling risk in the work area
- visually inspect veneers for defects and characteristics to determine grading status
- regrade, label and redistribute veneers on-site using designated equipment
- clean equipment according to safe work procedure (includes performing lock-out procedure)
- dispose of production and cleaning waste according to site procedures and environment requirements
- record production, quality and fault information using workplace record keeping procedure.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- site standards, industry standards, workplace requirements, policies and safe work procedures relevant to the production of decorative veneers
- emergency response procedures (fire, accident and serious equipment malfunction) relevant to own role and responsibility

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- environmental management requirements, including guidelines for waste minimisation, recycling, re-use and the safe disposal of waste material from production and cleaning
- hazards and risks associated with the production of decorative veneers and appropriate risk controls as referred to the in the range of conditions
- procedures for visually assessing and selecting decorative veneer based on the following characteristics: species, colour, type, width, length, thickness and defects (warp, wane, cupping, shakes, insect defects, knots, resin pockets)
- types of decorative veneers: growth ring, ray, ribbon, wavy, curly, fiddle-back, crotch, swirl, birds eye, burl, burr, butt or stump
- types of production techniques: book matching, end matching, four piece butt matching, diamond matching, herring-bone matching, segmental matching, slip drawn matching
- types of panel products including medium density fibreboard, chipboard, fibreboard, plywood.
- veneer matching and joining techniques
- product distribution procedures
- workplace specific storage systems and product grading and labelling procedures
- established communication channels and protocols
- procedures for monitoring production and identifying and resolving problems during the decorative veneer production process, to maintain production flow
- procedures for the safe operation and cleaning of equipment
- procedures for recording and reporting production, quality and fault information (manual or computer-based).

Assessment Conditions

The following resources must be made available:

- work order
- safe work procedure for producing decorative veneers
- personal protective equipment required to produce decorative veneers
- first aid equipment
- decorative veneers
- production equipment
- conveyor belt system, track system
- lifting equipment
- relevant personnel for the purposes of communicating information
- site records for recording production, quality and equipment faults.

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

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- 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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPWPP3231 Produce veneer from prepared flitches

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3231B Produce veneers from prepared flitches, which was first released with FPI05 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to operate a vertical or horizontal slicing machine to produce leaves of timber veneers from prepared flitches. The unit includes operator maintenance.

The unit applies to production officers and technicians who produce veneers from prepared flitches in a forest and wood products factory setting.

Licensing, legislative, regulatory or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products.

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare to slice veneers.	1.1 Review work order and check with appropriate personnel. 1.2 Identify and follow safe work procedure for producing veneers from prepared flitches. 1.3 Identify hazards and control risk in the work area.

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	1.4 Acquire type and quantity of timber species to be sliced from storage location. 1.5 Select equipment and conduct pre-start check in line with manufacturer's recommendations and site requirements. 1.6 Plan veneer slicing process and thickness in line with site procedures. 1.7 Establish and maintain communication with relevant personnel as required, to ensure safety and production requirements are met.
2. Load flitches, slice veneers and dispose of waste.	2.1 Check size and condition of prepared flitches and load acceptable flitches into slicer. 2.2 Position flitches to maximise available veneer and remove waste product. 2.3 Set and operate veneer slicing process to optimise veneer recovery in line with site procedures. 2.4 Constantly adjust machine speed and control of veneer cut to suit flitch characteristics in line with site procedures. 2.5 Dispose of defective material and rejected flitch and backing-board in line with site procedures and environmental requirements.
3. Maintain equipment, clean up and follow record keeping procedure.	3.1 Lock out equipment according to standard operating procedure. 3.2 Check cutting blades for blunt or damaged condition in line with manufacturer’s recommendations and site procedures, and remove and replace as required. 3.3 Clear dust, off-cuts and debris from machine area and dispose of in line with in line with safe work procedure and environmental requirements. 3.4 Record and report processing and equipment faults 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.	
Numeracy skills to:	• monitor and adjust machine speed to suit production requirements • calculate slicing rates according to flitch characteristics and

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	required veneer thickness • use numerical data to interpret work order and set equipment parameters.
Reading skills to:	• monitor control panels.
Writing skills to:	• record production, quality and faults information.
Problem solving skills to:	• identify and resolve routine problems during the production process, to maintain production flow.

Range of Conditions

Not Applicable

Unit Mapping Information

FPIWPP3231B Produce veneer from prepared flitches.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP3231 Produce veneer from prepared flitches

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP3231B Produce veneers from prepared flitches, which was first released with FPI05 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- slice timber veneers from prepared flitches in line with work order and safe work procedure, using a slicing machine
- identify hazards and control risk to self, others and plant throughout the veneer production process
- visually inspect prepared flitches to determine suitability for loading into slicer
- identify defective materials throughout the production process and dispose of appropriately
- perform lock-out, blade inspection, replacement and cleaning procedure on slicer
- record and report production, quality and fault information using workplace record keeping procedure and systems.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- site standards, industry standards, workplace requirements, policies and safe work procedures relevant to producing veneers from prepared flitches
- emergency response procedures (fire, accident and serious equipment malfunction) relevant to own role and responsibility

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- environmental protection requirements, including guidelines for waste minimisation, recycling, re-use and the safe disposal of waste material created by production and cleaning
- hazards and risks associated with production of veneers from prepared flitches and appropriate risk controls as referred to the in the range of conditions
- veneer types: quarter sawn, back sawn, radial (or rotary) sawn
- characteristics of timber veneers: type, width, length, thickness
- characteristics of flitch and timber defects: warp, wane, cupping, shakes, insect defects, knots, resin pockets
- slicing processes using vertical or horizontal slicing equipment
- established communication channels and protocols for communicating with relevant personnel as part of the production process
- problem identification and resolution strategies and common fault finding techniques
- procedures for the safe operation of slicing machine and visual inspection, removal and replacement of cutting blades
- procedures for the lock-out and cleaning of equipment
- procedures for recording and reporting production, quality, maintenance and faults information (manual or computer-based).

Assessment Conditions

The following resources must be made available:

- work order
- safe work procedure for producing veneer from prepared flitches
- personal protective equipment required to produce veneer from prepared flitches
- first aid equipment
- vertical or horizontal slicing machine
- prepared flitches
- relevant personnel for the purposes of communicating information
- manual or computer-based information recording systems for recording production, quality and fault information.

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

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FWPWPP3232 Operate a heat roll bonding machine to laminate or veneer engineered wood panel surfaces

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 4.0.

Application

This unit of competency describes the skills and knowledge required to operate heat roll bonding machines and ancillary equipment to apply laminate or veneer to engineered wood panel surfaces in a manufacturing facility.

The unit applies to individuals who work as production operators and technicians in an engineered wood panel facility. Operators generally work under broad or limited direction to complete routine activities related to their own work, and take responsibility for their work.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety regulations, legislation and standards that apply to the workplace.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for lamination	1.1 Review work order, workplace health and safety requirements, environmental protection practices and emergency procedures for

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
work	lamination operation and, where required, check with appropriate personnel 1.2 Identify and report hazards and use personal protective equipment according to workplace requirements and health and safety legislation to maintain safe work practices 1.3 Obtain the type and quantity of engineered wood panel and laminate or veneer to be laminated from the production process 1.4 Select production process according to work order
2. Apply laminate or veneer	2.1 Use equipment according to workplace health and safety procedures, manufacturer instructions and environmental protection practices 2.2 Complete pre start-up equipment checks to ensure operational effectiveness 2.3 Load veneer or laminate and engineered wood panel and feed in the correct sequence to suit planned assembly 2.4 Adjust spreader stations to deliver material according to required engineered wood panel cross-section distribution 2.5 Adjust glue feed, spread and tack level regularly, apply glue to engineered wood panel evenly and ensure panel remains free of foreign material 2.6 Check heat rolling process regularly to prevent creases, bubbles and other surface defects 2.7 Monitor laminate or veneer routinely for the position, adhesion, contamination, finish and trim tolerances 2.8 Transfer finished engineered wood panels for further processing according to workplace health and safety procedures 2.9 Dispose of sub-standard material according to environmental protection practices
3. Shut down and clean equipment	3.1 Coordinate shutdown with other line operators according to workplace health and safety procedures 3.2 Strip, clean and replace gluing equipment, rollers, cauls, screens and handling equipment 3.3 Check cutters or blades for bluntness or damage and remove and replace according to manufacturer recommendations 3.4 Keep machine clear of dust and debris according to workplace

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	health and safety procedures 3.5 Record and report production outcomes, equipment faults and maintenance requirements to appropriate personnel

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Interpret safety data sheets for glue
Numeracy	• Identify quantities of required material within work orders, and count numbers of engineered wood panels and other materials • Read basic numerical machine settings to set temperatures and glue feed rate
Navigate the world of work	• Understand main tasks, responsibilities and boundaries of own role
Interact with others	• Use modes of communication suitable for the purpose to confirm and clarify understanding
Get the work done	• Recognise and respond to routine problems

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPWPP3232 Operate a heat roll bonding machine to laminate or veneer engineered wood	FWPWPP3206 Laminate and veneer board surfaces	Updated industry terminology, workplace health and safety requirements and foundation skills; clarified intent of the unit and assessment	Equivalent unit

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panel surfaces		requirements; changed unit title and code for compliance and consistency with the updates.	

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP3232 Operate a heat roll bonding machine to laminate or veneer engineered wood panel surfaces

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 4.0.

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit. There must be evidence that, on at least one occasion, the individual has:

- followed workplace health and safety requirements and environmental protection procedures for laminating engineered wood panels
- laminated one or more of the following engineered wood panels according to individual work orders prescribing different laminating thicknesses and quantities of panels:
  - medium density fibreboard
  - chipboard
  - fibreboard
  - plywood
- applied one or more of the following types of laminating material:
  - laminate
  - veneer
- stripped and cleaned the heat roll bonding machine.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- health and safety hazards or risks related to using heat roll bonding machines and ancillary equipment for laminating engineered wood panels, as identified through risk assessments, manufacturer technical information, regulations and industry health and safety guides
- workplace procedures specific to laminating engineered wood panel surfaces:
  - health and safety, with particular emphasis on equipment lockout, emergency procedures, use of personal protective equipment (PPE) and handling hazardous substances according to safety data sheets for glue

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  - use of laminating equipment
  - communication reporting lines
  - recording and reporting production outcomes, equipment faults and maintenance requirements
- environmental protection practices for engineered wood panel facilities:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing boards
  - disposing of hazardous substances
- typical flow of material supply in and out of the engineered wood panel laminating area
- properties, at a basic level of understanding, of laminating materials and their uses for different types of engineered wood panels:
  - laminate
  - veneer
- characteristics of engineered wood products types and the effects of lamination:
  - medium density fibreboard
  - chipboard
  - fibreboard
  - plywood
- typical workflow processes and techniques used to laminate and veneer engineered wood panels:
  - applying laminating material and veneer
  - spreading glue
  - heat rolling material to boards
- purpose, features and operation of equipment used to laminate or veneer engineered wood panel surfaces:
  - laminate bonding machines
  - glue spreading stations
  - heat rollers
- methods used to strip and clean laminate and veneer bonding machines.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace or a productive environment that accurately reflects performance in a workplace
- resources, equipment and materials:
  - heat roll bonding machine and ancillary equipment for laminating engineered wood panels
  - maintenance tools and equipment

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  - PPE suitable for laminating and veneering engineered wood panel surfaces
  - engineered wood panels suitable for lamination operations
  - laminating material
  - glue
- specifications:
  - manufacturer instructions for use and cleaning of equipment
  - work order with specific instructions for laminating and veneering engineered wood panel surfaces
  - template documents for recording production outcomes, equipment faults and maintenance requirements
  - workplace procedures for laminating and veneering engineered wood panel surfaces, including health and safety and emergency procedures and environmental protection procedures.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPWPP3233 Operate a laminating press for engineered wood panels

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 4.0.

Application

This unit of competency describes the skills and knowledge required to operate laminating presses and ancillary equipment to laminate engineered wood panels in a manufacturing facility.

The unit applies to individuals who work as production operators and technicians. Operators generally work under broad or limited direction to complete routine activities related to their own work, and take responsibility for their work.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety regulations, legislation and standards that apply to the workplace.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for laminating	1.1 Review work order, workplace health and safety requirements, environmental protection practices and emergency procedures for

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
engineered wood panels	lamination operation and, where required, check with appropriate personnel 1.2 Identify and report hazards and use personal protective equipment according to workplace requirements and health and safety legislation to maintain safe work practices 1.3 Obtain the type and quantity of engineered wood panel and laminating material from the production process 1.4 Select production process according to work order
2. Operate a laminating press to laminate engineered wood panels	2.1 Use laminating press and ancillary equipment according to workplace health and safety procedures, manufacturer instructions and environmental protection practices 2.2 Complete pre start-up checks on the laminating press and ancillary equipment to ensure operational effectiveness 2.3 Load laminating material and engineered wood panel into the laminating press and feed in the correct sequence to suit planned assembly 2.4 Check pressing process regularly to prevent creases, bubbles or other surface defects 2.5 Monitor engineered wood panel and laid up laminating material for position, adhesion, contamination and finish 2.6 Transfer finished engineered wood panels for further processing according to workplace health and safety procedures 2.7 Dispose of sub-standard laminated material according to environmental protection practices
3. Shut down and clean equipment	3.1 Coordinate machine shutdown with other line operators according to workplace health and safety procedures 3.2 Strip and clean laminating press according to workplace procedures 3.3 Dispose of or store excess bonding agent according to environmental protection practices 3.4 Keep machine clear of dust and debris according to workplace health and safety procedures 3.5 Record and report production outcomes and laminating press and ancillary equipment faults to appropriate personnel

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Reading	• Interpret safety data sheets for bonding agents
Oral communication	• Ask questions and actively listen to clarify contents of work orders
Numeracy	• Identify quantities of required material within work orders, and count numbers of panels • Read basic numerical machine settings to set temperatures
Navigate the world of work	• Understand main tasks, responsibilities and boundaries of own role
Interact with others	• Use modes of communication suitable for the purpose to confirm and clarify understanding
Get the work done	• Recognise and respond to routine problems

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPWPP3233 Operate a laminating press for engineered wood panels	FWPWPP3210 Laminate board	Updated industry terminology, workplace health and safety requirements and foundation skills; clarified intent of the unit and assessment requirements; changed unit title and code for compliance and consistency with the updates.	Equivalent unit

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Links

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Assessment Requirements for FWPWPP3233 Operate a laminating press for engineered wood panels

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 4.0.

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit. There must be evidence that, on at least one occasion, the individual has:

- followed workplace health and safety requirements and environmental protection procedures for laminating engineered wood panels
- laminated one or more of the following types of engineered wood panels according to individual work orders prescribing different laminating thicknesses and quantities of panels:
  - medium density fibreboard
  - chipboard
  - plywood
  - fibreboard
- applied different types of laminating material, which include:
  - laminate
  - veneer
  - treated paper
- stripped and cleaned the laminating press.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- health and safety hazards or risks related to laminating presses and ancillary equipment as identified through risk assessments, manufacturer technical information, regulations and industry health and safety guides
- workplace procedures specific to laminating engineered wood panel:

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  - health and safety, with particular emphasis on equipment lockout, emergency procedures, use of personal protective equipment (PPE) and handling hazardous substances according to safety data sheets for glue
  - use of laminating equipment
  - communication reporting lines
  - recording and reporting production outcomes and equipment faults
- environmental protection practices for engineered wood panel facilities:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing engineered wood panels
  - disposing of hazardous substances
- typical flow of material supply in and out of the engineered wood panel laminating area
- properties, at a basic level of understanding, of laminating materials and their uses for different types of engineered wood panels:
  - laminate
  - veneer
  - treated paper
- characteristics of engineered wood panel types and the effects of lamination:
  - medium density fibreboard
  - chipboard
  - plywood
  - fibreboard
- typical workflow processes and techniques used to laminate engineered wood panels:
  - applying laminating material
  - spreading bonding agent
  - compressing laminating material to engineered wood panel
- purpose, features and operation of equipment used to laminate engineered wood panels:
  - laminating press with bond spreading stations
  - feeding systems
- methods used to:
  - strip and clean laminating presses
  - safely store bonding agents.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - laminating press with bond spreading stations

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  - feeding systems
  - PPE suitable for laminating engineered wood panels
  - engineered wood panels suitable for lamination operations
  - laminating material
  - bonding agent
- specifications:
  - manufacturer instructions for use and cleaning of equipment
  - work order with specific instructions for laminating engineered wood panel
  - emplate documents for recording production outcomes and equipment faults
  - workplace procedures for laminating engineered wood panel, including health and safety and emergency procedures and environmental protection procedures.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPWPP3234 Operate a continuous press for the production of engineered wood panels

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 4.0.

Application

This unit of competency describes the skills and knowledge required to set up, operate and shut down a continuous press used in the production of engineered wood panels.

The unit applies to individuals who work as production operators and technicians in an engineered wood panel facility. Operators generally work under broad or limited direction to complete routine activities related to their own work, and take responsibility for their work.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety regulations, legislation and standards that apply to the workplace.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Timber Manufactured Products

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for pressing	1.1 Review and check work order, workplace health and safety

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
operation	requirements, environmental protection practices and emergency procedures for pressing operation with appropriate personnel 1.2 Identify and report hazards and use personal protective equipment according to workplace requirements and health and safety legislation to maintain safe work practices 1.3 Select the type and quantity of chips, flakes or fibre to be pressed, from a storage location 1.4 Conduct pre-start checks on equipment according to manufacturer recommendations and site requirements 1.5 Plan pressing process according to site procedures 1.6 Communicate plan with relevant personnel as required, to ensure safety and production requirements are met
2. Form, press, test and transfer finished engineered wood panels	2.1 Set and adjust press pressures, temperatures and product parameters according to production requirements 2.2 Check operational condition and set-up of former to confirm mat condition 2.3 Check forming equipment for defects and position to load press according to standard operating procedures 2.4 Press engineered wood panels while monitoring and adjusting the panel position, feed rate, mat condition and press condition 2.5 Plan size changes and line speeds to meet production schedules 2.6 Regularly assess pressed engineered wood panels and thickness changes and make necessary changes to former, press set-up and blending requirements 2.7 Test engineered wood panels samples to confirm adherence to industry standard, and reject defective panels 2.8 Dispose of defective engineered wood panels according to environmental protection requirements 2.9 Transfer finished engineered wood panels for further processing according to site requirements
3. Shut down, clean equipment and record information	3.1 Shut down equipment in coordination with designated stop time and other line operators according to site procedures 3.2 Separate and remove engineered wood panel and forming equipment from press using unloading equipment 3.3 Strip and clean blending equipment, press and handling equipment

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	according to standard operating procedures 3.4 Clear foreign material, dust and debris from machine area according to workplace requirements 3.5 Record and report pressing process and equipment faults to appropriate personnel

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Numeracy	• Monitor gauges, dials, instruments displaying numerical information and cycle times • Estimate feed rate and line speed to meet production requirements • Measure moisture content, weight, thickness and density of panels during testing
Navigate the world of work	• Understand main tasks, responsibilities and boundaries of own role
Interact with others	• Use modes of communication suitable for the purpose to confirm and clarify understanding
Get the work done	• Recognise and respond to routine problems

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPWPP3234 Operate a continuous press for the production of engineered	FWPWPP3226 Operate a continuous press	Updated industry terminology, workplace health and safety requirements and foundation skills; clarified intent of the	Equivalent unit

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wood panels		unit and assessment requirements; changed unit title and code for compliance and consistency with the updates.	

Links

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Assessment Requirements for FWPWPP3234 Operate a continuous press for the production of engineered wood panels

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 4.0.

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit. There must be evidence that, on at least one occasion, the individual has:

- followed workplace health and safety requirements and environmental protection procedures for forming and pressing engineered wood panels
- operated blending and continuous press equipment to bond and produce engineered wood panel according to production requirements
- identified defective engineered wood panels using visual assessment and by testing sample panels
- disposed of defective engineered wood panels
- redistributed finished engineered wood panels onsite using designated equipment
- performed lockout procedure and cleaned press equipment according to workplace health and safety procedure
- recorded and reported forming and pressing process information (production, quality, faults) using workplace specific recording and reporting channels and protocols (manual or computer-based log, communication with relevant personnel).

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- health and operational safety hazards or risks related to forming and pressing engineered wood panels, as identified through risk assessments, manufacturer technical information, regulations and industry health and safety guides
- workplace procedures specific to forming and pressing engineered wood panels:
  - health and safety, with particular emphasis on equipment lockout, emergency procedures, use of personal protective equipment (PPE) and handling hazardous substances
  - use and maintenance of forming and pressing equipment

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  - communication reporting lines
  - recording and reporting production outcomes and equipment faults
- environmental protection practices for forming and pressing engineered wood panels:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - identifying and disposing of engineered wood panels and waste materials
- engineered wood panel defects: surface blemishes, discolouration, natural timber defects, deformities and clean scalping from 'pendistors'
- ingredients and blending methods used in the engineered wood panels pressing process
- chip, flake and fibre characteristics
- procedures for testing engineered wood panel samples to check conformance with industry standard
- adjustment of feed rates to meet production requirements
- common pressed engineered wood panel types: medium density fibreboard, chipboard, fibreboard.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - PPE required for operating a continuous press
  - continuous press with continuous forming line
  - forming equipment
  - chips, flakes or fibre, binding ingredients and hardening agents suitable for the production of engineered wood panels
  - transfer equipment
  - manual or computer-based log to record production, quality and fault information
- specifications:
  - work order
  - pre-start checklist
  - template documents for recording production outcomes, equipment faults and maintenance requirements
  - workplace procedures for forming and pressing engineered wood panels, including health and safety and emergency procedures and environmental protection procedures.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

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Links

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FWPWPP3235 Trim new engineered wood panels to size

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 4.0.

Application

This unit of competency describes the skills and knowledge required to trim new engineered wood panels to size with automated trimming saws as they progress along the production line.

The unit applies individuals who work as production operators and technicians in an engineered wood panel facility. Operators generally work under broad or limited direction to complete routine activities related to their own work, and take responsibility for their work.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety regulations, legislation and standards that apply to the workplace.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for trimming engineered wood panels	1.1 Review work order, workplace health and safety requirements, environmental protection practices and emergency procedures and, where required, check with appropriate personnel 1.2 Identify and report hazards and use personal protective equipment

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Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	according to workplace requirements and health and safety legislation to maintain safe work practices 1.3 Plan material trimming sequences according to work order
2. Trim engineered wood panels to size	2.1 Use equipment according to workplace health and safety procedures, manufacturer instructions and environmental protection practices 2.2 Set feed system to stop material automatically for trimming to be completed 2.3 Monitor trimming sequence until new engineered wood panel production run ceases 2.4 Check cuts for length within a set tolerance 2.5 Dispose of incorrect cuts, off-cuts and defective material according to environmental protection practices 2.6 Stack trimmed engineered wood panels safely in designated location according to work order
3. Complete operator maintenance	3.1 Lock out equipment according to workplace health and safety procedures 3.2 Check saw blades for bluntness or damage 3.3 Remove and replace saw blades according to manufacturer recommendations 3.4 Keep saw area clear of dust, off-cuts and debris according to workplace health and safety procedures 3.5 Record and report production outcomes, equipment faults and maintenance requirements to appropriate personnel

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Numeracy	• Identify quantities of required material within work orders, and count numbers of panels to be trimmed

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Skill	Description
	• Complete basic calculations of the required length to determine saw set-up • Measure finished dimensions against specifications and appropriate tolerances
Navigate the world of work	• Understand main tasks, responsibilities and boundaries of own role
Interact with others	• Use modes of communication suitable for the purpose to confirm and clarify understanding
Get the work done	• Recognise and respond to routine problems

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPWPP3235 Trim new engineered wood panels to size	FWPWPP3221 Trim new panels to size	Updated industry terminology, workplace health and safety requirements and foundation skills; clarified intent of the unit and assessment requirements; changed unit title and code for compliance and consistency with the updates.	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP3235 Trim new engineered wood panels to size

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 4.0.

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit. There must be evidence that, on at least one occasion, the individual has:

- followed workplace health and safety requirements and environmental protection procedures for trimming new engineered wood products
- produced one or more of the following types of trimmed engineered wood panels according to individual work orders prescribing different lengths and tolerances and number of panels:
  - medium density fibreboard
  - laminated veneer
  - chipboard
  - fibreboard
  - plywood
  - continuous ply
- completed cutting patterns and sequences for single straight cuts and angles requiring one cutting pass set for multiple cuts of the same size
- stacked batches of cut panels in storage location according to a common length
- completed operator maintenance on the automated trimming saw used.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- health and safety hazards or risks related to trimming engineered wood panels with automated trimming saws, as identified through risk assessments, manufacturer technical information, regulations and industry health and safety guides
- workplace procedures specific to trimming new engineered wood panels to size:

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  - health and safety, with particular emphasis on equipment lockout, emergency procedures and use of personal protective equipment (PPE)
  - use of automated trimming saw
  - communication reporting lines
  - recording and reporting production outcomes, equipment faults and maintenance requirements
- environmental protection practices for engineered wood panel facilities:
  - reducing water and energy use
  - cleaning of plant, tools and equipment
  - disposing of, recycling and reusing timber and other waste
- typical engineered wood panel defects and how they affect the ability to produce quality trimmed panels:
  - warp
  - wane
  - cupping
  - shakes
  - insect defects
  - knots
  - resin pockets
- cutting patterns and sequences for single straight cuts and angles requiring one cutting pass
- range of industry standard lengths, cross-sections and tolerances and applicable terminology
- typical flow of material supply in and out of the trimming area
- storage layout and categories for stacking finished engineered wood panels
- purpose, features and operation of equipment used to trim new engineered wood panels to size:
  - automated trimming saws
  - conveyor belt systems
- methods for assessing saw blade condition and completing and basic non-specialist repair and maintenance for saws.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - automated trimming saws
  - maintenance tools and equipment for saws
  - consumable saw blades

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- PPE suitable for trimming engineered wood panels to size
- engineered wood panels suitable for trimming operations

- specifications:
  - manufacturer instructions for use and maintenance of equipment
  - work order with specific instructions for trimming and storing engineered wood panels
  - template documents for recording production outcomes, equipment faults and maintenance requirements
  - workplace procedures for trimming panels to size, including health and safety and emergency procedures and environmental protection procedures.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPWPP4202 Perform laboratory testing

Modification History

Release	Comment
1	Replaces equivalent unit FPIWPP4202B Perform laboratory testing, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.

Application

This unit of competency describes the outcomes required to test blends, glues, additives, materials, products and any other entities produced by the enterprise, to ascertain causes of a problem or to improve techniques.

The unit applies to those performing laboratory testing in a forest and wood products factory setting.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Sawmilling and Processing

Timber Manufactured Products

Wood Panel Products

Timber Truss and Frame Design and Manufacture

Elements and Performance Criteria

Elements describe the essential outcomes.	*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.*
1. Prepare for testing.	1.1 Review work order and check with appropriate personnel. 1.2 Identify, clarify and follow safe work procedures for performing

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	laboratory testing. 1.3 Identify hazards and control risk in the work environment relevant to own role and responsibility. 1.4 Obtain type and quantity of items for testing. 1.5 Select and calibrate equipment and check for operational effectiveness in line with manufacturer's recommendations. 1.6 Plan testing process in line with site procedures.
2. Test samples.	2.1 Interpret and analyse problem or improvement requirement. 2.2 Prepare samples and identify manufacturing dates, times and batches from production records. 2.3 Establish, review and interpret test data. 2.4 Conduct test in line with industry standards. 2.5 Check results by further sampling and testing.
3. Evaluate and report test outcomes.	3.1 Evaluate test results for implications and impacts on production process. 3.2 Take action to rectify or improve upon test results achieved. 3.3 Communicate test results to production personnel to facilitate process control or changes. 3.4 Provide results to external authorities in line with registration systems. 3.5 Record and report testing process and equipment faults 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.	
Numeracy skills to:	• interpret numerical data • use measuring instruments • estimate quantities when choosing samples for testing.
Reading skills to:	• follow written instructions.
Writing skills to:	• write reports of test results.

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Range of Conditions

Not Applicable

Unit Mapping Information

FPIWPP4202B Perform laboratory testing

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP4202 Perform laboratory testing

Modification History

Release	Comment
1	Replaces equivalent unit FWPWPP4202B Perform laboratory testing, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. 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. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- safely and efficiently perform laboratory testing in line with work order and safe work procedure
- follow relevant legislative and regulatory requirements, codes of practice and workplace policies and procedures relevant to performing laboratory testing
- control risk to self, others and equipment
- set up and calibrate testing equipment
- evaluate impact of test outcomes on production outcomes
- record and report test results following workplace specific record keeping procedure.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- legislation, regulations, standards, codes of practice, site standards, policies and safe work procedures relevant to performing laboratory testing
- hazards and risks involved with performing laboratory testing, and how to control them
- environmental protection requirements, including the safe disposal of waste material
- safety data sheets relevant to ingredients and additives used in the laboratory testing process
- workplace specific sampling and testing techniques
- laboratory testing conditions and facilities

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- storage systems and labelling conventions relevant to items used in the laboratory testing process
- established communication channels and protocols for communicating with relevant personnel
- procedures for use and maintenance of laboratory testing equipment
- emergency procedures (fire, accident, serious equipment fault) relevant to own role and responsibility
- recording and reporting requirements and procedures including protocols for reporting results to external agencies (environmental agencies, local authorities or government bodies).

Assessment Conditions

The following resources must be made available:

- work order
- personal protective equipment
- safe work procedures
- safety data sheets (if relevant)
- first aid equipment
- laboratory testing equipment
- gauges
- hand tools used for laboratory testing
- relevant personnel for the purposes of communicating information
- documents, spreadsheets and commonly used proforma documents
- workplace specific samples to be used in the laboratory testing process.

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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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FWPWPP4203 Plan and coordinate engineered wood panel production

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 4.0

Application

This unit of competency describes the skills and knowledge required to plan, coordinate and monitor production of engineered wood panels.

The unit applies to individuals who work as production supervisors in an engineered wood panel manufacturing facility. They generally demonstrate autonomy, judgement and limited responsibility in known or changing contexts and within established parameters.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety regulations, legislation and standards that apply to the workplace.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Wood Panel Products

Timber Manufactured Products

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan engineered wood	1.1 Review engineered wood panel production schedule, workplace

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Elements	**Performance Criteria**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
panel production	health and safety requirements, environmental protection practices and emergency procedures, and confirm requirements with relevant personnel 1.2 Identify and report hazards and use personal protective equipment according to workplace requirements and health and safety legislation to maintain safe work practices 1.3 Inspect engineered wood panel characteristics and record and report variations to operators 1.4 Plan, schedule and communicate engineered wood panel type, sizes and production methods to operators 1.5 Maintain communication with operators as required, to ensure health and safety and production requirements are met
2. Monitor engineered wood panel production outcomes and record information	2.1 Monitor engineered wood panel production for effective forming, laminating or veneering outcomes and panel condition 2.2 Assist operators to evaluate engineered wood panels, identify faults and rectify production problems 2.3 Develop processes for rejecting and disposing of sub-standard engineered wood panels produced according to site procedures and environmental requirements 2.4 Monitor engineered wood panel production and output management and record possible process improvements
3. Coordinate engineered wood panel production and record information	3.1 Modify production methods or schedules as required, to ensure optimum performance 3.2 Communicate to operators and record production improvement modifications according to site procedures 3.3 Direct produced engineered wood panels to storage or transfer for further processing 3.4 Record and report engineered wood panel production data, output data, quality data and equipment faults according to record keeping procedure and site requirements

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill	Description
Writing	• Complete operating logs and cutting records
Numeracy	• Interpret numerical data displayed on screens
Navigate the world of work	• Source, collect and organise data to inform product assembly schedules and process improvement
Interact with others	• Take responsibility for coordinating a team of operators for effective assembly operations
Get the work done	• Take responsibility for planning and organising own workload • Identify and rectify faults during the engineered wood panel production process • Consider how to schedule different production jobs

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
FWPWPP4203 Plan and coordinate engineered wood panel production	FWPWPP4201 Plan and coordinate panel production	Updated industry terminology, workplace health and safety requirements and foundation skills; clarified intent of the unit and assessment requirements; changed unit title and code for compliance and consistency with the updates.	Equivalent unit

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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Assessment Requirements for FWPWPP4203 Plan and coordinate engineered wood panel production

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 4.0

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit. There must be evidence that, on at least one occasion, the individual has:

- planned and coordinated engineered wood panel production according to workplace health and safety requirements and environmental procedures
- monitored engineered wood panel production outcomes and identified and rectified production and equipment problems and faults
- recorded and reported production information including output, quality and faults
- modified production methods and schedules for engineered wood panel production
- communicated effectively and coordinated personnel to follow the planning, communications and scheduling required for the engineered wood panel production.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- workplace health and safety procedures, including personal protective equipment (PPE), site procedures, policies and site standards relevant to planning and coordinating engineered wood panel production
- environmental protection requirements, including the safe disposal of waste material
- hazards and risks associated with the engineered wood panel production process, and risk control strategies as identified through risk assessments, manufacturer technical information, regulations and industry health and safety guides
- types of engineered wood panels, including laminated, veneered, plywood, chipboard, fibreboard, medium density fibreboard; and characteristics, including panel type, size, surface treatment, thickness and grade
- engineered wood panel production methods, including:
  - mat-forming
  - daylight press process

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  - board laminating
  - pressing laminated ply
  - applying laminates or veneers
- establishing communication channels and protocols used to communicate with relevant operators
- problem identification and resolution strategies and common fault-finding techniques
- procedures for recording and reporting production, quality and fault information.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - computers, keyboards, printers and software used to prepare planning and production documents
  - PPE required for planning and coordinating engineered wood panel production
- specifications:
  - engineered wood panel production schedule
  - process improvement reports
  - record for equipment faults
  - workplace health and safety and emergency procedure for engineered wood panel production
  - environmental protection procedures
  - manual or computer-based information recording systems for recording production, quality and fault information
- relationships:
  - relevant personnel for the purposes of communicating information.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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HLTAID003 Provide first aid

Modification History

Release	Comments
Release 6	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 5	Updated mapping information. Changes to assessment requirements. Equivalent outcome.
Release 4	Updated mapping information. Equivalent outcome.
Release 3	Updated mapping information.
Release 2	Minor corrections to formatting to improve readability. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. New evidence requirements for assessment. Removal of prerequisite unit.

Application

This unit describes the skills and knowledge required to provide a first aid response to a casualty. The unit applies to all workers who may be required to provide a first aid response in a range of situations, including community and workplace settings.

Specific licensing /regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Respond to an emergency situation	1.1 Recognise an emergency situation 1.2 Identify, assess and manage immediate hazards to health and safety of self and others 1.3 Assess the casualty and recognise the need for first aid response 1.4 Assess the situation and seek assistance from emergency response services
2. Apply appropriate first aid procedures	2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with Australian Resuscitation Council (ARC) guidelines 2.2 Provide first aid in accordance with established first aid principles 2.3 Display respectful behaviour towards casualty 2.4 Obtain consent from casualty where possible 2.5 Use available resources and equipment to make the casualty as comfortable as possible 2.6 Operate first aid equipment according to manufacturer’s instructions 2.7 Monitor the casualty’s condition and respond in accordance with first aid principles
3. Communicate details of the incident	3.1 Accurately convey incident details to emergency response services 3.2 Report details of incident to workplace supervisor as appropriate 3.3 Maintain confidentiality of records and information in line with statutory and/or organisational policies

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
4. Evaluate the incident and own performance	4.1 Recognise the possible psychological impacts on self and other rescuers involved in critical incidents 4.2 Participate in debriefing to address individual needs

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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Assessment Requirements for HLTAID003 Provide first aid

Modification History

Release	Comments
Release 6	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 5	Updated mapping information. Changes to assessment requirements. Equivalent outcome.
Release 4	Updated mapping information. Equivalent outcome.
Release 3	Updated mapping information.
Release 2	Minor corrections to formatting to improve readability. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. New evidence requirements for assessment. Removal of prerequisite unit.

Performance Evidence

e candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has completed the following tasks in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- Followed DRSABCD in line with ARC guidelines, including:

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  - performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
  - performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
  - responded appropriately in the event of regurgitation or vomiting
  - managed the unconscious breathing casualty
  - followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
  - followed the prompts of an Automated External Defibrillator (AED)
- Responded to at least two simulated first aid scenarios contextualised to the candidate's workplace/community setting, including:
  - conducted a visual and verbal assessment of the casualty
  - demonstrated safe manual handling techniques
  - post-incident debrief and evaluation
  - provided an accurate verbal or written report of the incident
- Applied first aid procedures for the following:
  - allergic reaction
  - anaphylaxis
  - bleeding control
  - choking and airway obstruction
  - envenomation, using pressure immobilisation
  - fractures, sprains and strains, using arm slings, roller bandages or other appropriate immobilisation techniques
  - respiratory distress, including asthma
  - shock

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- State/Territory regulations, first aid codes of practice and workplace procedures including:
  - ARC Guidelines relevant to provision of CPR and first aid
  - safe work practices to minimise risks and potential hazards
  - infection control principles and procedures, including use of standard precautions
  - requirements for currency of skill and knowledge
- legal, workplace and community considerations including:
  - awareness of potential need for stress-management techniques and available support following an emergency situation
  - duty of care requirements

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  - respectful behaviour towards a casualty
  - own skills and limitations
  - consent
  - privacy and confidentiality requirements
  - importance of debriefing
- considerations when providing first aid including:
  - airway obstruction due to body position
  - appropriate duration and cessation of CPR
  - appropriate use of an AED
  - chain of survival
  - standard precautions
  - how to conduct a visual and verbal assessment of the casualty
- principles and procedures for first aid management of the following scenarios:
  - abdominal injuries
  - allergic reaction
  - anaphylaxis
  - basic care of a wound
  - bleeding control
  - burns
  - cardiac conditions, including chest pain
  - choking and airway obstruction
  - crush injuries
  - diabetes
  - dislocations
  - drowning
  - envenomation
  - environmental impact, including hypothermia, hyperthermia, dehydration and heat stroke
  - eye and ear injuries
  - fractures
  - febrile convulsions
  - head, neck and spinal injuries
  - minor skin injuries
  - needle stick injuries
  - poisoning and toxic substances
  - respiratory distress, including asthma
  - seizures, including epilepsy
  - shock
  - soft tissue injuries, including strains and, sprains
  - stroke

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  - unconsciousness
- basic anatomy and physiology relating to:
  - how to recognise a person is not breathing normally
  - chest
  - response/consciousness
  - upper airway and effect of positional change
  - considerations in provision of first aid for specified conditions

Assessment Conditions

Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment resources must include:

- adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
- adrenaline auto-injector training device
- AED training device
- placebo bronchodilator and spacer device
- roller bandages
- triangular bandages
- workplace First Aid kit
- workplace injury, trauma and/or illness record, or other appropriate workplace incident report form for written reports
- wound dressings

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessor requirements

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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HLTAID005 Provide first aid in remote situations

Modification History

Release	Comments
Release 5	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 4	Updated mapping information. Changes to assessment requirements. Equivalent outcome.
Release 3	Updated mapping information. Equivalent outcome.
Release 2	Minor changes to formatting to improve readability.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. New evidence requirements for assessment, including use of contextualised remote scenarios.

Application

This unit describes the skills and knowledge required to provide first aid response and emergency life support to a casualty in a remote and/or isolated situation.

The unit applies to workers who may be required to prepare for and provide a first aid response in locations beyond the reach of timely medical assistance.

Specific licensing /regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Respond to a remote emergency situation	1.1 Plan for isolated travel or work if required, accounting for expected contingencies
	1.2 Recognise an emergency situation
	1.3 Identify, assess and manage immediate hazards to health and safety of self and others
	1.4 Assess the casualty and recognise the need for first aid response
	1.5 Assess the situation and evaluate options for medical assistance
	1.6 Evaluate options for transporting casualty or waiting for medical assistance in relation to environmental issues, risks, transport availability and casualty condition
2. Apply appropriate first aid procedures	2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with Australian Resuscitation Council (ARC) guidelines
	2.2 Provide first aid in accordance with established first aid principles
	2.3 Display respectful behaviour towards casualty
	2.4 Obtain consent from casualty where possible
	2.5 Use available resources and equipment to make the casualty as comfortable as possible
	2.6 Operate first aid equipment according to manufacturer’s instructions
	2.7 Monitor the casualty’s condition and respond in accordance with first aid principles
3. Manage the incident	3.1 Seek assistance from others present to manage incident circumstances
	3.2 Establish communication links with emergency response services and convey incident details
	3.3 Report details of casualty condition, changes in

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	condition, management and responses
	3.4 Assist in the evacuation of the casualty by following directions given by emergency response services as required
	3.5 Maintain confidentiality of records and information in line with statutory and/or organisational policies
4. Evaluate the incident and own performance	4.1 Recognise the possible psychological impacts on self and other rescuers involved in critical incidents
	4.2 Participate in debriefing to address individual needs

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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Assessment Requirements for HLTAID005 Provide first aid in remote situations

Modification History

Release	Comments
Release 5	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 4	Updated mapping information. Changes to assessment requirements. Equivalent outcome.
Release 3	Updated mapping information. Equivalent outcome.
Release 2	Minor changes to formatting to improve readability.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. New evidence requirements for assessment, including use of contextualised remote scenarios.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has completed the following tasks in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- Followed DRSABCD in line with ARC guidelines, including:
  - performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor

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  - performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
  - responded appropriately in the event of regurgitation or vomiting
  - managed the unconscious breathing casualty
  - followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
  - followed the prompts of an Automated External Defibrillator (AED)
- Responded to at least three simulated first aid scenarios contextualised to the candidate's remote and/or isolated situation:
  - demonstrated safe manual handling techniques
  - conducted a visual and verbal secondary survey assessment of the casualty
  - assessed vital signs, including respirations, pulse and temperature
  - post-incident debrief and evaluation
  - provided an accurate verbal and written report of the incident
- Applied first aid response in a remote situation for the following:
  - allergic reaction
  - anaphylaxis
  - basic care of a wound
  - bleeding control
  - choking and airway obstruction
  - envenomation, using pressure immobilisation
  - environmental impacts, including hypothermia, hyperthermia, dehydration and heat stroke
  - fractures, sprains and strains, using arm slings, roller bandages or other appropriate immobilisation techniques
  - head, neck and spinal injuries, using immobilisation principles
  - respiratory distress, including asthma
  - shock

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- State/Territory regulations, first aid codes of practice and workplace procedures including:
  - ARC guidelines relevant to provision of CPR and first aid
  - safe work practices to minimise risks and potential hazards
  - infection control principles and procedures, including use of standard precautions
  - requirements for currency of skill and knowledge
- legal, workplace and community considerations including:

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  - awareness of potential need for stress-management techniques and available support following an emergency situation
  - duty of care requirements
  - respectful behaviour towards a casualty
  - own skills and limitations
  - consent
  - privacy and confidentiality requirements
  - importance of debriefing
- considerations when providing first aid, including:
  - airway obstruction due to body position
  - appropriate duration and cessation of CPR
  - appropriate use of an AED
  - chain of survival
  - standard precautions
  - how to conduct a visual and verbal secondary survey assessment
  - assessment and interpretation of vital signs, including respirations, temperature and pulse
- principles and procedures for first aid management of the following scenarios, contextualised to the candidate's remote and/or isolated situation:
  - abdominal injuries
  - allergic reaction
  - anaphylaxis
  - basic care of a wound
  - bleeding control
  - burns
  - cardiac conditions, including chest pain
  - choking and airway obstruction
  - crush injuries
  - diabetes
  - dislocations
  - drowning
  - envenomation
  - environmental impact, including hypothermia, hyperthermia, dehydration and heat stroke
  - eye and ear injuries
  - febrile convulsions
  - fractures
  - head, neck and spinal injuries
  - minor skin injuries
  - needle stick injuries

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  - poisoning and toxic substances
  - respiratory distress, including asthma
  - seizures, including epilepsy
  - shock
  - soft tissue injuries, including sprains and strains
  - stroke
  - unconsciousness
- remote considerations in the provision of first aid, including:
  - typical hazards and strategies for preparing supplies to address contingencies
  - management options relating to transporting casualty, including aero-medical evacuation
  - how to identify and prepare areas for safe evacuation, including aero-medical evacuation
  - how and when to access emergency response services
  - communication systems, equipment and methods available in remote situations
  - priorities of management in first aid when dealing with life-threatening conditions
  - specific considerations contextualised to alpine, desert, marine, rural/remote settings and tropical environments
- basic anatomy and physiology relating to:
  - how to recognise a person is not breathing normally
  - chest
  - response/consciousness
  - upper airway and effect of positional change
  - considerations in provision of first aid for specified conditions, including specific considerations for remote settings

Assessment Conditions

Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

- Assessment resources must include:
  - adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
  - adrenaline auto-injector training device
  - AED training device
  - placebo bronchodilator and spacer device
  - roller bandages
  - thermometer
  - triangular bandages
  - workplace First Aid kit suitable for remote locations

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- workplace injury, trauma and/or illness record, or other appropriate workplace incident report form
- wound dressings

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessor requirements

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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HLTAID006 Provide advanced first aid

Modification History

Release	Comments
Release 5	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 4	Updated mapping information. Changes to assessment requirements. Equivalent outcome.
Release 3	Updated mapping information. Equivalent outcome.
Release 2	Minor changes to formatting to improve readability.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. Removal of embedded content from HLTFA412A Apply First Aid. New evidence requirements for assessment. Removal of pre-requisite unit.

Application

This unit describes the skills and knowledge required to provide an advanced first aid response, including management of the incident and other first aiders, until the arrival of medical or other assistance.

The unit applies to workers who may be required to provide, coordinate and manage a first aid response across a range of complex situations, including community and workplace settings.

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Specific licensing /regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Respond to an emergency situation	1.1 Recognise an emergency situation 1.2 Identify, assess and manage immediate hazards to health and safety of self and others 1.3 Assess the casualty and recognise the need for first aid response 1.4 Assess the situation and seek assistance from emergency response services 1.5 Deploy resources to appropriate locations as required in line with workplace procedures
2. Apply appropriate first aid procedures	2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with Australian Resuscitation Council (ARC) guidelines 2.2 Provide first aid in accordance with established first aid principles 2.3 Display respectful behaviour towards casualty 2.4 Obtain consent from casualty where possible 2.5 Use available resources and equipment to make the casualty as comfortable as possible 2.6 Operate first aid equipment according to manufacturer’s instructions 2.7 Monitor the casualty’s condition and respond in accordance with first aid principles

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
3. Coordinate first aid activities until arrival of medical assistance	3.1 Identify available resources required and establish communication links with appropriate personnel, emergency management services and medical assistance as appropriate 3.2 Deploy correct amount of required resources to appropriate locations in an effective manner to ensure timely arrival 3.3 Document the provision of resources and recommend modifications as required 3.4 Monitor the condition of casualties in accordance with first aid principles and workplace procedures 3.5 Coordinate evacuation of casualties according to relevant evacuation procedures 3.6 Arrange support services for personnel involved in the incident in accordance with relevant principles and procedures
4. Communicate details of the incident	4.1 Accurately convey incident details to emergency response services 4.2 Report details of incident in line with organisational policies 4.3 Maintain confidentiality of records and information in line with statutory and/or organisational policies
5. Evaluate the incident and own performance	5.1 Recognise the possible psychological impacts on self and other rescuers involved in critical incidents 5.2 Participate in debriefing to address individual needs 5.3 Evaluate management of the incident and develop an action plan in consultation with relevant parties 5.4 Review contingency planning to identify and select alternative management principles and procedures as required

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Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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Assessment Requirements for HLTAID006 Provide advanced first aid

Modification History

Release	Comments
Release 5	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 4	Updated mapping information. Changes to assessment requirements. Equivalent outcome.
Release 3	Updated mapping information. Equivalent outcome.
Release 2	Minor changes to formatting to improve readability.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. Removal of embedded content from HLTFA412A Apply First Aid. New evidence requirements for assessment. Removal of pre-requisite unit.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has completed the following tasks in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- followed DRSABCD in line with ARC guidelines, including:

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  - performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
  - performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
  - performed at least 2 minutes of Bag-valve-mask ventilation and at least 2 minutes of compression during a two rescuer procedure on an adult resuscitation manikin placed on the floor
  - responded appropriately in the event of regurgitation or vomiting
  - managed the unconscious breathing casualty
  - followed the prompts of a Automated External Defibrillator (AED)
  - followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
- responded to at least three simulated first aid scenarios contextualised to the candidate's workplace/community setting, including:
  - demonstrated safe manual handling techniques
  - conducted a visual and verbal secondary survey assessment of the casualty
  - assessed vital signs (respirations, pulse and temperature)
  - communicated effectively with a first aid team providing direction and coordination of other first aiders
  - post-incident debrief and evaluation
  - provided an accurate verbal and written report of the incident
- applied first aid procedures for the following:
  - allergic reaction
  - anaphylaxis
  - bleeding control
  - choking and airway obstruction
  - conducted a basic triage for multiple casualty incident
  - envenomation (using pressure immobilisation)
  - fractures, sprains and strains (using arm slings, roller bandages or other appropriate immobilisation principles)
  - head, neck and spinal injuries (using immobilisation principles)
  - respiratory distress - including asthma
  - seizures - including epilepsy
  - shock
- located and interpreted workplace policies and procedures

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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- State/Territory regulations, first aid codes of practice and workplace procedures including:
  - ARC guidelines relevant to provision of CPR and first aid
  - guidelines of Australian national peak clinical bodies
  - safe work practices to deal with risks and potential hazards including manual handling, hazardous substances, dangerous goods and chemicals
  - infection control principles and procedures, including use of standard precautions
  - requirements for currency of skill and knowledge
- legal, workplace and community considerations including:
  - awareness of potential need for stress-management techniques and available support following an emergency situation
  - capabilities of emergency management services
  - consent
  - duty of care requirements
  - importance of debriefing
  - own skills and limitations
  - legal requirements of administration of medication and the rights and responsibilities of the First Aider in the workplace regarding medication
  - privacy and confidentiality requirements
  - respectful behaviour towards a casualty
- considerations when providing first aid including:
  - airway obstruction due to body position
  - appropriate duration and cessation of CPR
  - appropriate use of an AED
  - assessment and interpretation of vital signs, including respirations, temperature and pulse
  - chain of survival
  - how to conduct a visual and verbal secondary survey assessment of casualty
  - priorities of management in first aid when dealing with life-threatening conditions
  - procedures for dealing with casualties who are aged or infirmed
  - procedures for dealing with major and minor accidents in the workplace
  - procedures when providing first aid to children
  - standard precautions
- principles and procedures for first aid management of the following scenarios, including complications:
  - abdominal injuries
  - allergic reaction

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  - anaphylaxis
  - basic care of a wound
  - bleeding control
  - burns, including thermal, chemical, friction and electrical
  - cardiac conditions, including chest pain
  - choking and airway obstruction
  - crush injuries
  - diabetes
  - drowning
  - emergency childbirth
  - envenomation
  - environmental impact including hypothermia, hyperthermia, dehydration and heat stroke
  - eye and ear injuries
  - febrile convulsions
  - head, neck and spinal injuries
  - levels of consciousness
  - needle stick injuries
  - poisoning and toxic substances
  - respiratory distress, including asthma
  - seizures, including epilepsy
  - shock
  - skin injuries
  - soft tissue musculoskeletal, including injuries including sprains, strains, dislocations and fractures
  - stroke
  - substance misuse, including common drugs and alcohol, including illicit drugs
- basic anatomy and physiology relating to:
  - how to recognise a person is not breathing normally
  - chest, skeleton, joints and muscles
  - response/level of consciousness
  - upper airway and effect of positional change
  - considerations in provision of first aid for specified conditions

Assessment Conditions

Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment resources must include:

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- adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
- adrenaline auto-injector training device
- AED training device.
- bag-valve-mask
- eye patch
- placebo bronchodilator and spacer device
- roller bandages
- thermometer
- triangular bandages
- workplace first Aid kit
- workplace injury, trauma and/or illness record, or other appropriate workplace incident report form
- wound dressings

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessor requirements

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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HLTAID008 Manage first aid services and resources

Modification History

Release	Comments
Release 3	Updated mapping information.
Release 2	Updated mapping information.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. Removal of all embedded material from HLTFA404C and HLTFA412A. New evidence requirements for assessment. Removal of prerequisite unit

Application

This unit describes the skills and knowledge required to establish, maintain and facilitate the provision of appropriate first aid in the workplace.

The unit applies to workers in nominated occupational first aid or management roles.

Specific licensing requirements relating to this competency, including requirements for refresher training, should be obtained from the relevant state/territory Work Health and Safety Regulatory Authority.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Determine workplace first aid requirements	1.1 Identify workplace hazards and assess associated risks as a basis for determining first aid resource requirements 1.2 Identify first aid equipment, resources and

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	personnel required to address workplace requirements
	1.3 Develop first aid action plans in consultation with relevant parties
	1.4 Provide information to encourage risk minimisation and enable access to first aid facilities
2. Establish and maintain workplace first aid facilities	2.1 Monitor and maintain availability of first aid equipment, resources and personnel to support workplace first aid response
	2.2 Conduct regular inspections of stock and equipment to ensure currency and operational readiness in line with workplace requirements
	2.3 Ensure equipment is recovered and reprocessed and that waste is disposed of safely according to legislative and workplace procedures
	2.4 Ensure equipment and resources are stored and maintained in line with relevant legislation and manufacturer's/supplier's instructions
	2.5 Deploy appropriate equipment, resources and personnel to ensure timely and effective first aid response in line with workplace requirements
3. Maintain workplace first aid records	3.1 Ensure documentation is completed as required according to legislation and workplace procedures
	3.2 Maintain first aid records in line with legislative requirements and workplace security practices
	3.3 Send relevant documents to appropriate bodies in line with workplace and legislative requirements
	3.4 Maintain confidentiality of records and information in line with privacy principles and statutory and/or organisational policies
4. Review the provision of first aid in the workplace	4.1 Participate in debriefing/evaluation to improve future operations and address individual needs

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	4.2 Evaluate management of workplace first aid incidents in relation to required resources, personnel, current organisational procedures and individual first aid action plans
	4.3 Contribute to the review of workplace policies and procedures in accordance with risk assessment and evaluation of first aid provision

Foundation Skills

The Foundation Skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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Assessment Requirements for HLTAID008 Manage first aid services and resources

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. Removal of all embedded material from HLTFA404C and HLTFA412A. New evidence requirements for assessment. Removal of prerequisite unit

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has completed the following tasks at least once in line with State/Territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- conducted a workplace risk assessment
- developed a first aid response plan including strategies for management of incidents
- used a first aid checklist to service a workplace first aid kit for supplies' replacement and equipment maintenance
- maintained first aid equipment and resources according to manufacturer's instructions
- used and maintained documentation required by the workplace and regulatory authorities.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- state/territory regulations, first aid codes of practice and workplace procedures including:
  - workplace requirements for first aid provision in line with the relevant state/territory Work Health and Safety requirements

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  - duty of care in relation to first aid provision
  - safe work practices to deal with risks and potential hazards including manual handling, hazardous substances, dangerous goods and chemicals
  - infection control principles and procedures, including use of standard precautions based on incident
  - requirements for currency of skill and knowledge
- legal, workplace or community issues relating to the provision of CPR including:
  - awareness of potential need for stress-management techniques and available support following an emergency situation
  - consent
  - capabilities of emergency management services
  - privacy and confidentiality requirements
  - importance of debriefing.

Assessment Conditions

Skills must be demonstrated:

- in a workplace environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment resources must include:

- first aid equipment such as:
- first aid kit and contents checklist
- an incident report form
- relevant state/territory Work Health and Safety First Aid Code of Practice.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment, including workplace resources required by the relevant state/territory Work Health and Safety Regulatory Authority.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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HLTAID011 Provide First Aid

Modification History

Not applicable.

Application

This unit describes the skills and knowledge required to provide a first aid response to a casualty in line with first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies.

The unit applies to all persons who may be required to provide a first aid response in a range of situations, including community and workplace settings.

Specific licensing/regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Respond to an emergency situation.	1.1. Recognise and assess an emergency situation. 1.2. Ensure safety for self, bystanders and casualty. 1.3. Assess the casualty and recognise the need for first aid response. 1.4. Seek assistance from emergency services.
2. Apply appropriate first aid procedures.	2.1. Perform cardiopulmonary resuscitation (CPR) in accordance ARC guidelines. 2.2. Provide first aid in accordance with established first aid principles. 2.3. Display respectful behaviour towards casualty. 2.4. Obtain consent from casualty where possible. 2.5. Use available resources and equipment to make the casualty as comfortable as possible. 2.6. Operate first aid equipment according to manufacturers' instructions. 2.7. Monitor the casualty's condition and respond in accordance with first aid principles.

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3. Communicate details of the incident.	3.1. Accurately convey incident details to emergency services. 3.2. Report details of incident in line with appropriate workplace or site procedures. 3.3. Complete applicable workplace or site documentation, including incident report form. 3.4. Maintain privacy and confidentiality of information in line with statutory or organisational policies.
4. Review the incident.	4.1. Recognise the possible psychological impacts on self and other rescuers and seek help when required. 4.2. Contribute to a review of the first aid response as required.

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Supersedes and not equivalent to HLTAID003 Provide first aid

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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Assessment Requirements for HLTAID011 Provide First Aid

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the workplace or community setting.

There must be evidence that the candidate has completed the following tasks in line with State/Territory regulations, first aid codes of practice, first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies and workplace or site procedures:

- managed, in line with ARC guidelines, the unconscious, breathing casualty including appropriate positioning to reduce the risk of airway compromise
- managed, in line with ARC guidelines, the unconscious, non-breathing adult, including:
  - performing at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
  - following the prompts of an automated external defibrillator (AED) to deliver at least one shock
  - demonstrating a rotation of single rescuer operators with minimal interruptions to compressions
  - responding appropriately in the event of regurgitation or vomiting
- managed, in line with ARC guidelines, the unconscious, non-breathing infant, including:
  - performing at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
- managed casualties, with the following:
  - anaphylaxis
  - asthma
  - non-life-threatening bleeding
  - choking
  - envenomation, using pressure immobilisation
  - fractures, dislocations, sprains and strains, using appropriate immobilisation techniques
  - minor wound cleaning and dressing
  - nosebleed
  - shock

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- responded to at least one simulated first aid incident contextualised to the candidate's workplace or community setting, where the candidate has no knowledge of the casualty's condition prior to starting treatment, including:
  - identifying the casualty's illness or injury through history, signs and symptoms
  - using personal protective equipment (PPE) as required
  - providing appropriate first aid treatment
  - conveying incident details to emergency services or advising casualty on any required post incident action
  - providing an accurate verbal and written report of the incident
  - reviewing the incident.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- guidelines and procedures including:
  - ARC guidelines relevant to the provision of first aid
  - first aid guidelines from Australian national peak clinical bodies
  - potential incident hazards and risk minimisation processes when providing first aid
  - infection control procedures, including use of standard precautions and resuscitation barrier devices
  - requirements for currency of skill and knowledge
  - first aid codes of practice
  - appropriate workplace or site procedures relevant to the provision of first aid
  - contents of first aid kits
- legal, workplace and community considerations including:
  - duty of care requirements
  - own skills and limitations
  - consent and how it relates to the conscious and unconscious casualty
  - privacy and confidentiality requirements
  - awareness of potential need for stress management techniques and available support for rescuers
- considerations when providing CPR, including:
  - upper airway and effect of positional change
  - appropriate duration and cessation of CPR
  - appropriate use of an AED
  - safety and maintenance procedures for an AED
  - chain of survival
  - how to access emergency services
- techniques for providing CPR to adults, children and infants including:
  - how to recognise that a casualty is unconscious and not breathing normally

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  - rate, ratio and depth of compressions and ventilations
  - correct hand positioning for compressions
  - basic anatomy, physiology and the differences between adults, children and infants relating to CPR
- signs, symptoms and management of the following conditions and injuries:
  - allergic reaction
  - anaphylaxis
  - asthma
  - non-life-threatening and life-threatening bleeding
  - burns
  - cardiac conditions, including chest pain
  - choking
  - diabetes
  - drowning
  - envenomation - all current treatments
  - eye injuries
  - fractures, dislocations, strains and sprains
  - head, neck and spinal injuries
  - hypothermia
  - hyperthermia
  - minor wounds
  - nose-bleed
  - poisoning
  - seizures
  - shock
  - sharps injuries
  - stroke.

Assessment Conditions

Each candidate to demonstrate skills in an environment that provides realistic in-depth, scenarios and simulations to assess candidates' skills and knowledge.

Due to the nature of this type of training, it is acceptable for the performance evidence to be collected in a simulated environment.

Compression and ventilation skills must be demonstrated on resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures.

Assessment must ensure access to:

- adult and infant resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures
- adrenaline auto-injector training device

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- AED training devices
- workplace first aid kit
- placebo bronchodilator and spacer device
- different types of wound dressings and bandages
- blankets and items to treat for shock
- personal protective equipment (PPE)
- workplace injury, trauma or illness record, or other applicable workplace or site incident report form.

Simulated assessment environments must simulate real-life situations where these skills and knowledge would be performed, with all the relevant equipment and resources of that workplace or community environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and must hold this unit or demonstrate equivalent skills and knowledge to that contained within this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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ICTICT308 Use advanced features of computer applications

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 computer applications employing advanced features. It involves manipulating data and accessing support resources to solve routine problems.

It applies to individuals who have achieved a degree of autonomy as advanced information and communications technology (ICT) users, and support information technology activities in software applications.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

General ICT

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Manipulate data	1.1 Employ advanced features of applications in the preparation and presentation of data 1.2 Transfer data between applications, linking and embedding related data files as required 1.3 Create and employ objects, macros and templates for routine activities

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Use shortcuts and features to increase personal productivity
2. Access and use support resources	2.1 Solve routine problems using support resources 2.2 Use online help to overcome difficulties with applications 2.3 Solve problems with manuals and training booklets 2.4 Access and apply technical support for system problems, using troubleshooting results and alert messages

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	2.1-2.4	• Identifies and interprets a variety of hard copy, online and software generated technical information containing software specific language, syntax and code to apply features and functions of applications to their fullest extent and to solve problems
Oral Communication	2.1, 2.4	• Discusses and resolves problems using technical terms and language, and effective listening and questioning techniques
Get the work done	1.1-1.4, 2.1-2.4	• Understands key principles and concepts underpinning the design and operation of digital systems and tools, and applies these when troubleshooting existing technology

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICTICT308 Use advanced features of computer applications	ICAICT308A Use advanced features of computer applications	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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Assessment Requirements for ICTICT308 Use advanced features of computer applications

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:

- use at least three computer applications employing advanced features and import and export capacities for efficiency and productivity purposes
- solve routine problems using support resources.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the basic features and functions of relevant operating systems software and system tools
- outline relevant vendor product directions in computer applications
- identify commonly available vendor applications and their features.

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 general information and communications technology (ICT) industry, and include access to:

- a site where advanced features of computer applications may be used
- computer applications currently used in industry
- documents or information containing data suitable to demonstrate advanced features of computer applications
- support resources, including online, manuals and training booklets.

Assessors must satisfy NVR/AQTF assessor requirements.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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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
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Design and manage a sustainability audit	1.1 Use audit tool that reflects criteria of benchmark, nature of risks, relevant information and data types, evaluation of performance and legislative requirements 1.2 Define scope, objectives and benchmarks for audit in consultation with relevant stakeholders 1.3 Document requirements for audit resources, timing, schedule and responsibilities consistent with industry best practice and

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ELEMENT	PERFORMANCE CRITERIA
	relevant standards 1.4 Ensure collection strategies are objective and systematic, and that information and data is valid and reliable 1.5 Report outcomes clearly and concisely, including benefits to be achieved by adoption of audit recommendations
2. Monitor energy consumption and emissions	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 2.2 Identify links with functional areas and environmental management systems to ensure comprehensive information and data collection 2.3 Determine hardware and software required for collecting, collating, analysing and reporting emissions-related information and data 2.4 Factor requirement for an external audit into the monitoring proposal 2.5 Critically evaluate energy consumption and emissions data 2.6 Develop improvement strategies based on review of data 2.7 Use industry best practice as quality benchmark
3. Develop ICT solutions to improve sustainability outcomes	3.1 Research and analyse mitigation and adaptation strategies appropriate for a range of industries 3.2 Benchmark and document performance expectations in consultation with relevant stakeholders 3.3 Develop and document technical specifications including hardware, software, networking, interface and security and hazard management requirements 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

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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	• 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	• 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	• 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	• 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	• 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	• 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

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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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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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.

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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 Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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LGACOM401A Administer contracts

Modification History

LGACOM401A Release 2: Layout adjusted.

LGACOM401A Release 1: Primary release.

Unit Descriptor

This unit covers the administration, monitoring and transition of contracts.

Application of the Unit

This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in 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. Establish administration procedures	1.1 Administrative processes for contracts are implemented according to council quality improvement 1.2 Contract requirements are confirmed with relevant contract personnel. 1.3 Complaint system is established according to council policy and procedures. 1.4 Consistent and accurate records of contract progress are maintained.
2 Monitor contract time frame and specifications	2.1 Regular inspections of contract services are undertaken to ensure compliance with specifications and program for completion. 2.2 Regular planned progress meetings are held and documented between all contract personnel to ensure problems are identified and resolved early. 2.3 Variations between the specified scope of services and the contract are identified and documented, and relevant personnel are notified without delay. 2.4 Testing of services in progress is carried out as required by the contract and in accordance with legislation, regulations and council policy.
3 Monitor costs	3.1 Contract costs are monitored on a regular basis to ensure that the service is carried out in accordance with financial and contractual requirements. 3.2 Payments for contract services are authorised in accordance with the conditions of contract and delegation of officer. 3.3 Transaction costs are monitored through an established system.
4 Resolve contractual disputes	4.1 Disagreements are investigated to identify cause and validity. 4.2 Terms of resolution are negotiated and agreed. 4.3 Contract provisions for dispute resolution are followed. 4.4 Legal and management advice is sought at an early stage of any dispute to ensure that the contractor has a clear understanding of the council's legal position and that the council is not exposed to undue legal risk. 4.5 Appropriate legal advice is sought at any stage in order to clarify any technical aspects of a dispute.
5 Implement contract transition	5.1 Contract conditions and responsibilities are reviewed with relevant personnel to ensure satisfactory completion of contract.

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ELEMENT	PERFORMANCE CRITERIA
	5.2 Contract completion is authorised in writing to confirm completed services have been undertaken according to contract objectives and specifications.
	5.3 Final statement is reconciled.
	5.4 Contractor performance and level of service are evaluated against agreed benchmark.
	5.5 End-of-service or renewed contracts are coordinated to meet council requirements.
	5.6 Quality of contract documentation is assessed.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit

Required Skills

- negotiation and liaison across a range of internal and external customers
- contingency management
- contract interpretation
- project management
- conflict resolution
- client interaction
- financial and time management

Required Knowledge

- relevant legislation, regulations, codes of practice and policies applicable to the industry and the council, including those relating to environmental/sustainable practice and OHS
- relevant systems and procedures to aid in the achievement of sustainable practice
- contract procedures
- contract law
- knowledge of the contract service
- performance standards and analysis
- complaint procedures
- costing processes

Evidence Guide

Overview of assessment A person who demonstrates competency in this unit will be

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requirements	able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.
Critical aspects of evidence to be considered	• Maintenance of files relating to records of meetings, payments, progress reports, file notes and discussions. • Effective communication with the contractor. • Monitoring of industry changes. • Making recommendations covering a range of contracts. • Maintenance of WorkCover, OHS and audit processes and up-to-date insurance files. • Monitoring relevant laws, by laws and regulations or best practice on environmental performance and sustainability
Context of assessment	On the job or in a simulated work environment.
Method of assessment	The following assessment methods are suggested: • observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies • written and/or oral questioning to assess knowledge and understanding • completion of workplace documentation • third-party reports from experienced practitioners • completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor.
Evidence required for demonstration of consistent performance	Evidence will need to be gathered over time across a range of variables.
Resource implications	Access to a workplace or simulated case study that provides such resources as: • a range of council contract documentation and records • relevant commercial law texts on contracts • relevant council policies and procedures documents.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different

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work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Administrative processes for contracts may include:	• supervision • management • monitoring • overseeing
Records of contract progress may include:	• photographs • data • progress reports • customer surveys • minutes of meetings
Services may include:	• product • maintenance • supply • cleaning • waste • research • environmental initiatives • civil • child care • other council services
Testing may include:	• samples • routine checks • audits • observations • meetings • laboratory
Payments may include:	• progressive • lump sum
Conditions of contract may include:	• tender documentation • maintenance plan • compliance with sustainable practice guidelines • defects liability
Contractor performance is evaluated in terms of:	• adherence to timelines and estimated costs • progress towards objectives • adherence to quality standards, environmental and sustainability standards and OHS and EEO practices

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Unit Sector(s)

Administration.

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LGACOM409A Prepare tender documentation

Modification History

LGACOM409A Release 2: Layout adjusted. No changes to content.

LGACOM409A Release 1: Primary release.

Unit Descriptor

This unit covers the scoping of contract services, the preparation of tender documentation and the calling for tenders.

Application of the Unit

This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in 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. Identify the extent and nature of services to be contracted	1.1. Scope of the ***services*** is confirmed and reviewed to ensure ***parameters*** meet current requirements. 1.2. Statutory and council requirements are identified to determine available options. 1.3. Detailed parameters are specified to enable a complete brief to be prepared. 1.4. The extent of the contract package is determined.
2. Select appropriate method for tender	2.1. Area to be contracted is examined. 2.2. Contract options are identified and analysed. 2.3. Benefits, costs and opportunities of each option are identified. 2.4. Appropriate contract option is selected.
3. Prepare tender specifications according to council and Australian standards	3.1. Complete and detailed service specifications are prepared consistent with council policy and Australian standards and based on service profile and review. 3.2. ***Legislative***, environmental, sustainability practices, occupational health and safety and risk management requirements are applied. 3.3. Quality assurance methods are applied to the preparation of service specifications. 3.4. Service specifications are prepared in consultation with relevant staff that complement required outcomes. 3.5. Details on methods, standards, materials, products, contractors and performance period are provided by quality service specifications, as applicable.
4. Prepare evaluation criteria	4.1. A tender review panel or team is selected from appropriate personnel. 4.2. Criteria are established based on the specifications, product and service required. 4.3. Criteria are written clearly to enable bids to be compared. 4.4. Criteria are ranked against council procedures.
5. Prepare tender document	5.1. ***Tender documents*** are ***prepared*** clearly and concisely. 5.2. Tender documents are prepared that enable competitive pricing of products. 5.3. Tender documents are designed to enable valid ***comparisons*** between tenders received.
6. Invite tenders	6.1. Invitations are prepared based on the type of tendering method used.

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ELEMENT	PERFORMANCE CRITERIA
	6.2. Source list is prepared according to council procedures. 6.3. ***Advertisement*** is prepared and placed according to the tender method.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit

Required Skills

- report and specification writing
- qualitative and quantitative research
- analytical
- consultation with relevant personnel
- specification interpretation
- negotiation with relevant internal and external people
- observation of protocol and probity policies

Required Knowledge

- relevant council policies, procedures and codes of conduct
- sustainability practices
- quality assurance systems
- relevant Australian and industry standards
- statutory and council tender requirements
- contractual processes
- industrial agreements
- statutory council requirements
- tendering codes of practice
- national competition policy

Evidence Guide

Overview of assessment requirements	A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also

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	required to be demonstrated.
Critical aspects of evidence to be considered	• Contract authorisation process is undertaken • Appropriate advertisement is placed • Required specifications are produced • Conditions of contract are produced • Industry standard conditions of contract are applied • Confidentiality and probity are observed for both in-house bids and/or external tenders
Context of assessment	On the job or in a simulated work environment.
Method of assessment	The following assessment methods are suggested: • observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies • written and/or oral questioning to assess knowledge and understanding • completion of workplace documentation • third-party reports from experienced practitioners • completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor
Evidence required for demonstration of consistent performance	Evidence will need to be gathered over time across a range of variables.
Resource implications	Access to a workplace or simulated case study that provides the following resources: • relevant council policies and procedures • national competition policy information

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.

Services may include:	• works • function • provision • community expectations
Parameters may include:	• budget range

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	• council resources • level of risk • council policies, such as 'buy local'
Tendering methodology may include:	• lump sum • unit rate • partnership • services process
Tendering method may include:	• expression of interest • public tender • invitation • verbal • written • in-house bid • select tender
Advertisement may include:	• newspaper • in-house • trade magazines • according to council policy
Legislative requirements may include:	• WorkCover • risk management • occupational health and safety • sustainability • equal employment opportunity • sexual harassment • public liability • professional indemnity • evidence of insurance cover • quality assurance
Tender documents may include:	• general conditions • special clauses • technical conditions • standard specifications • code of tendering • statutory declaration • evaluation criteria • drawings • implementation plan • legislative amendments • legal endorsement
Comparative statement may include:	• matrix • data

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	• criteria • compliance • score
Formalisation may include:	• contract signing procedure • preliminary deposits
Evaluation may include:	• previous projects • verification of quality accreditation • capacity • capability • risk • security • service

Unit Sector(s)

Administration.

Competency field

Not applicable.

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LGACOM502B Devise and conduct community consultations

Modification History

LGACOM502B Release 2: Layout adjusted. Range statement edited.

LGACOM502B Release 1: Primary release.

Unit Descriptor

This unit covers devising and conducting community consultations and reporting on results. The vital and unique responsibility councils have to engage and consult with communities in order to respond to the needs of the community in a timely and effective manner is recognised.

Application of the Unit

This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be

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consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Devise consultation strategies	1.1. A range of consultation strategies is identified and assessed for suitability. 1.2. ***Interested and affected parties*** are identified. 1.3. ***Resources*** required to conduct consultation are assessed. 1.4. ***Consultation strategies*** are chosen that ***enable and encourage relevant groups*** or individuals to be involved. 1.5. ***Legislative*** and council requirements are reviewed to ensure strategies meet all criteria.
2. Conduct consultations	2.1. ***Information*** is prepared that is clear, accurate and appropriate to the needs of all parties. 2.2. All people involved in conducting the consultations are briefed on the process of consultation and the parties involved. 2.3. ***Information is presented*** to affected parties at an appropriate time and place. 2.4. ***Access and equity*** requirements are implemented in the consultations. 2.5. Measures to expedite community consultation are taken to ensure consultation occurs within an identified time frame. 2.6. Consultation is undertaken in an orderly manner to ensure all viewpoints are canvassed.
3. Record, analyse and report on results	3.1. Public consultation responses and processes are formatted to enable informed decision making to proceed. 3.2. Appropriate suggestions for improvement are incorporated into design parameters. 3.3. Summaries of responses and adopted amendments are provided to interested parties to ensure public consultation is recognised. 3.4. Other issues raised during consultation are directed to relevant department or person to respond to community concern. 3.5. An accurate report on community consultation that includes recommendations is prepared to enable informed decision making to occur.

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ELEMENT	PERFORMANCE CRITERIA
	3.6. The overall effectiveness of the consultation process is reviewed and evaluated and action is taken where necessary.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit

Required Skills

- consultation, presentation, negotiation and report writing
- research
- planning and organising
- information gathering and analysis

Required Knowledge

- relevant council policies and procedures
- relevant legislation, including planning and anti-discrimination
- relevant sections of local government act
- access and equity issues
- strategies for consultation
- codes of conduct and ethics

Evidence Guide

Overview of assessment requirements	A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.
Critical aspects of evidence to be considered	The demonstrated ability to devise and conduct community consultations where: • consultation ensures council's image or reputation is maintained or enhanced • community consultation produces valid and useful information

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Context of assessment	Assessment of performance requirements in this unit should be undertaken within the context of the local government framework. Competency is demonstrated by performance of all stated criteria, including the Range of Variables applicable to the workplace environment.
Method of assessment	The following assessment methods are suggested: • observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies • written and/or oral questioning to assess knowledge and understanding • completion of workplace documentation • third-party reports from experienced practitioners • completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor
Evidence required for demonstration of consistent performance	Evidence should be gathered over a period of time in a range of actual or simulated management environments.
Resource implications	Access to a range of real or simulated consultation processes including: • public and community meetings and forums • surveys and door knocks • appropriate communications equipment and aids such as overhead projectors and computer-based presentations

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.

Interested and affected parties may include:	• community groups • other authorities • individuals • emergency authorities (police, fire and ambulance) • private sector business interests • special interest groups • experts
Resources may include:	• human

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- financial
- locations

Consultation strategies may include:

- public meetings
- phone-ins
- questionnaires
- informal gatherings
- door knocks
- council meetings

Enabling and encouraging relevant groups to be involved may include:

- physical accessibility
- diverse language needs
- culture, including Indigenous, youth and non-English speaking background
- physical environment
- number of people

Legislation may include:

- local government
- anti-discrimination
- planning

Information may include:

- written and oral records
- anecdotes
- reports
- instructions
- directions from supervisor or management
- interviews
- formal and informal team meetings
-

Access and equity may include:

- subject matter
- manner in which consultations are conducted
- physical accessibility
- community profile
-
-

Presentation of information may include:

- graphics
- models
- computer animations
- video displays
- overhead transparencies
- handouts
- display plans
- interpreter service

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Unit Sector(s)

Common

Competency field

Competency Field

co-requisite unit/s

Co-requisite Unit/s

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LGAPLEM404A Prepare and present geographic information systems data

Modification History

LGAPLEM404A Release 2: Layout adjusted.

LGAPLEM404A Release 1: Primary release.

Unit Descriptor

This unit covers designing, generating and producing information to meet user requirements.

Application of the Unit

This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in 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 **Identify presentation requirements**	1.1 Presentation requirements are determined in consultation with end user. 1.2 Extent, content and intended use of output are considered in recommending presentation format and medium.
2 **Format and present data**	2.1 Relevant data elements are assembled. 2.2 Procedures are designed for formatting data into compatible format. 2.3 ***Data formats*** are selected to meet customer requirements. 2.4 Information is presented to meet user requirements using suitable media in an attractive, informative and useable manner. 2.5 Information is presented in line with appropriate Australian standards.
3 **Ensure customer satisfaction**	3.1 Work is completed in line with council ***quality requirements*** **.** 3.2 Feedback is sought from customer regarding satisfaction with information and presentation. 3.3 Any areas of dissatisfaction are resolved in line with council policies and procedures. 3.4 Customer feedback is analysed and used as a quality improvement tool.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit

Required Skills

- layout and design
- attention to detail
- consultation and negotiation with customers

Required Knowledge

- display principles including colour, composition, layout, text and line style, appropriate scale, media, font types and sizes, legends and projectives
- use of software and hardware such as GIS, CAD, desktop publishing, desktop mapping,

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multimedia, graphic animation, plotters, printers and terminals
- Australian standards: drawing
- council policies relevant to information presentation

Evidence Guide

Overview of assessment requirements	A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.
Critical aspects of evidence to be considered	Customer requirements are met. Presentation is in line with Australian standards.
Context of assessment	On the job or in a simulated work environment.
Method of assessment	The following assessment methods are suggested: • observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies • written and/or oral questioning to assess knowledge and understanding • completion of workplace documentation third-party reports from experienced practitioners completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor.
Evidence required for demonstration of consistent performance	Evidence will need to be gathered over time across a range of variables.
Resource implications	Access to a workplace or simulated case study that provides resources, including: • relevant software and hardware such as GIS, CAD, desktop publishing, desktop mapping, spreadsheets, word processing, multimedia, graphic animation, plotters, printers and terminals

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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.

Data formats may include:	• hard copy • digital graphic output • spreadsheets • databases • word processing documents • maps • sticky labels • desktop published documents
Quality requirements may include:	• percentage rework • allowable time frame durations

Unit Sector(s)

Planning Units

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LGAPLEM612B Protect heritage and cultural assets

Modification History

LGAPLEM612B Release 2: Layout adjusted.

LGAPLEM612B Release 1: Primary release.

Unit Descriptor

This unit covers establishing an inventory, assessing opportunities and threats and developing strategies for heritage and cultural assets.

Application of the Unit

This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in 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 **Prepare inventory of heritage and cultural assets**	1.1 ***Heritage*** and cultural assets within the community, and council expectations and requirements relating to them, are identified. 1.2 The ***significance*** of each heritage and cultural asset is assessed according to established criteria and community expectations. 1.3 An adequate ***information*** base of significant places is obtained through comprehensive field investigation and research. 1.4 ***Data*** is collected accurately and objectively on heritage and cultural assets. 1.5 A comprehensive inventory of heritage and cultural assets is prepared with full and detailed descriptions of history and significance.
2 **Assess threats and opportunities for the protection of heritage and cultural assets**	2.1 ***Threats*** and opportunities are identified to ensure all factors are fully assessed. 2.2 Based on input from council and the community, criteria are established to enable threats and opportunities to be prioritised.
3 **Identify and develop strategies for the protection of heritage and cultural assets**	3.1 ***Criteria*** are established to identify priorities. 3.2 Consultation with the community and property owners is undertaken to seek views on the conservation action required to protect the significant attributes of the area. 3.3 A framework for the legal protection of heritage and cultural assets is established through existing legislation. 3.4 Practical and appropriate strategies to conserve heritage and cultural assets are determined. 3.5 The effectiveness of strategies is assessed through a comparison with methods used elsewhere. 3.6 The policy elements of the proposed heritage program are determined. 3.7 Innovative approaches are developed to protect heritage and cultural assets in response to the local community need.
4 **Implement strategies for the protection of heritage and cultural assets**	4.1 The study and program are adopted by the local authority. 4.2 Consultation is undertaken with the community and property owners about the study and proposed heritage program. 4.3 Financial resources are identified and procured within budget cycles to support the achievement of required

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ELEMENT	PERFORMANCE CRITERIA
	outcomes. 4.4 Personnel are identified, trained and assigned to tasks so that requirements for skills and knowledge are met. 4.5 Physical facilities and equipment are identified and procured within budget cycles to support the achievement of required outcomes. 4.6 Community education and ***information*** materials are prepared and distributed to ensure ongoing support for the strategy. 4.7 The strategy is incorporated into council policies and procedures and relevant legislation. 4.8 A timetable for implementation is established and priorities are set.
5 **Monitor and review the effectiveness of strategies to protect heritage and cultural assets**	5.1 Further research is undertaken on ***places*** listed as being of local significance in the study. 5.2 Additional plans of significance are identified and reviewed. 5.3 An annual heritage report is prepared if required. 5.4 Information received from monitoring and review is used to develop new strategies that are based on accumulated knowledge and experience.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit

Required Skills

- research
- collation of information from local, national and international sources
- evaluation methodologies
- consultation with a range of community and government agencies
- strategic planning
- budgeting and lifecycle costings
- community education strategies
- project management

Required Knowledge

- heritage assets
- cultural assets
- asset classification

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- council structures and services
- town planning
- community needs and expectations
- regulations, standards and policies
- community information

Evidence Guide

Overview of assessment requirements	A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.
Critical aspects of evidence to be considered	The demonstrated ability to: • identify and protect heritage and cultural assets • identify and implement strategies to protect heritage and cultural assets • put in place monitoring processes
Context of assessment	Assessment of performance requirements in this unit should be undertaken within the context of the local government framework. Competency is demonstrated by performance of all stated criteria, including the Range of Variables applicable to the workplace environment.
Method of assessment	The following assessment methods are suggested: • observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies • written and/or oral questioning to assess knowledge and understanding • completion of workplace documentation • third-party reports from experienced practitioners • completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor
Evidence required for demonstration of consistent performance	Evidence should be gathered over a period of time in a range of actual or simulated management environments.

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Resource implications	Access to a workplace or simulated case study that provides the following resources: • relevant data such as survey information • historical research • existing reports • studies and texts • financial and budget information • real or simulated consultation process • copies of relevant regulations, standards and policies

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.

Heritage may include:	• cultural and environmental issues • national and local area significance • danger component of heritage element or structure
Significance may be:	• aesthetic, historical, scientific and social aspects • community expectations. • national • state • regional • local • contributory
Data includes:	• survey information • historical research • existing reports • studies and texts
Information may include:	• written and oral records • reports • instructions • directions from supervisor and management • formal and informal interviews • team meetings • reports from other services, agencies, specialists and experts • media
Threats may include:	• political emphasis

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	• reductions in maintenance • lack of planning • other authorities' planning • competing interests • community attitudes
Criteria may include:	• community preferences • budget constraints • legislative provisions • resources • time frames • age • outstanding craftsmanship • architectural style • construction technology • an association with important events or figures • building type • rarity • technical or creative achievement • representing a way of life • artistic • religious or cultural associations
Places of significance may include:	• buildings • structures • plantings • subsurface remains

Unit Sector(s)

Land Management

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LGAWORK212A Perform field support duties in a roadwork environment

Modification History

LGAWORK212A Release 2: Layout adjusted.

LGAWORK212A Release 1: Primary release.

Unit Descriptor

This unit covers the competencies required to undertake relevant field support duties in the construction and maintenance of roads within Council areas. The unit looks at establishing the facilities required for road works, the preparation of surfaces and materials necessary for road construction and maintenance and the use of appropriate signage at the work site.

Application of the Unit

This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations that provide the boundaries for the operation of councils is essential. The ability to use appropriate materials, construction methods and processes and adhere to relevant standards must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the

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Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 **Establish site facilities for road maintenance and construction**	1.1 Work is planned and programmed to be undertaken in accordance with drawings, specifications and other documentation. 1.2 Work site is prepared and maintained in a safe condition in accordance with OHS requirements and regulations of other accredited authorities. 1.3 Traffic control is planned at job site and signed in accordance with relevant Australian Standards. 1.4 Underground and overhead obstructions and other utility services are identified. 1.5 Appropriate ***signage*** is selected, established and maintained at work site.
2 **Construct appropriate pits and manholes**	2.1 Plant, equipment, tools and materials to construct manholes and pits are selected. 2.2 Pits and manholes are constructed according to council requirements.
3 **Construct roads and pavements**	3.1 Site is set out, cleared and prepared 3.2 ***Earthworks*** are undertaken and the sub-grade prepared. 3.3 Construction materials are spread and compacted using appropriate ***plant, equipment , materials*** and construction. 3.4 Pavement surface for construction of wearing ***surface*** using either a bitumen seal or asphalt surface. 3.5 Pavement markings are applied and signs, safety rails and markers are erected as specified.
4 **Maintain roads and pavements**	4.1 Surface is set out and prepared for resealing/patching or other maintenance activities. 4.2 Levelling tasks are carried out where necessary using appropriate plant and equipment. 4.3 Materials used to maintain the pavement are prepared correctly using appropriate tools and equipment. 4.4 Repairs on road pavement, kerb and channel, potholes, sealing and asphalt overlays are made using appropriate tools, plant and equipment. 4.5 Subsurface and surface open drains are maintained,

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ELEMENT	PERFORMANCE CRITERIA
	repaired and cleared where necessary. 4.6 Trees and shrubs are trimmed or removed and weeds are controlled according to council requirements. 4.7 Verges are mown by tractor signs in relation to their meaning, positioning and material.
5 **Maintain records for road construction and maintenance**	5.1 Information is recorded in accordance with council and legislative requirements. 5.2 Details are recorded clearly, accurately and legibly. 5.3 ***Records*** are secured, accessible and up-to-date.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit

Required Skills

- written and verbal communication skills
- reading and interpreting plans and specifications, plant and equipment capabilities and estimation of plant output
- civil works construction techniques and methods
- calculation of quantities
- trade specific skills related to work undertaken
- material testing

Required Knowledge

- OH&S requirements
- construction and maintenance practices
- materials technology associate with roads construction and maintenance
- work scheduling, inspection, testing and monitoring
- work site traffic management
- monitoring and testing methods and procedures

Evidence Guide

Overview of assessment requirements	A person who demonstrates competency in this unit will be able to perform the outcomes described in the elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example,

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	the knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.
Critical aspects of evidence to be considered	Demonstrated ability to use appropriate materials, construction methods and processes for the construction and maintenance of roads. Demonstrated ability to adhere to plans and specifications. Demonstrated ability to adhere to relevant occupational health and safety practices on site. Demonstrated ability to adhere to Australian standards, codes of practice and advisory standards.
Context of assessment	Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined in the Range Statement. Assessment must take account of the endorsed Assessment Guidelines in the Local Government Training Package. Assessment of the performance requirements in this unit should be undertaken in an actual workplace or simulated environment. Assessment should reinforce the integration of the key competencies for the particular AQF level. Refer to the Key Competency levels at the end of this unit.
Relationship to other units(prerequisite or co-requisite units)	To enable holistic assessment this unit may be assessed with other units that form part of the job role.
Method of assessment	The following assessment methods are suggested: • observation of the learner performing a range of workplace tasks over sufficient time to demonstrate his/her handling of a range of contingencies • written and/or oral questioning to assess knowledge and understanding • completing workplace documentation • third party reports from experienced practitioner • completion of self-paced learning materials including personal reflection and feedback from trainer/coach/supervisor
Evidence required for demonstration of	Evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and

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consistent performance	variety of situations.
Resource implications	The learner and the trainer should have access to appropriate documentation and resources normally used in the workplace.

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.

Signage includes:	• statutory • directional and information • road lines/road markings • reflectors • centrelines • directional lines • shoulder lines
Earthworks may include:	• clearing • grading • levelling • excavating • trenching
Plant and equipment may include:	• bulldozers • excavators • trucks • graders • compactors • loaders • skid steers • pumps
Types of construction materials may include:	• soils (clay, sand, gravel, silt) • crushed rock • soil aggregates • concrete aggregates • filter sands and aggregates • bitumen • cutback bitumen • bitumen emulsion
Types of surfaces may include:	• bitumen and emulsion seal • unsealed

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- gravel
- concrete
- segmental pavers
- asphalt
- pre-mix
- primer seal

Types of records may include:

- test reports
- job diaries
- instructions
- correspondence
- time-sheets
- accident reports
- costing sheets

Unit Sector(s)

Operational Works

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MEM05004C Perform routine oxy acetylene welding

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers preparing materials and performing routine oxy acetylene welding.

Application of the Unit

Application of the unit	This unit applies in a maintenance or manufacturing environment where the welding is not required to meet an Australian standard or equivalent. Fillet and butt welds would typically be performed on low carbon/mild steels. Where welding is required to meet Australian Standard 1554 General Purpose or equivalent codes, OHS regulations and/or licensing requirements, Unit MEM05022C (Perform advanced welding using oxy acetylene process) should be selected. **Band**: **A** **Unit Weight**: **2**

Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Identify weld requirements	1.1. Weld requirements are identified from job instructions. 1.2. Location of welds is identified in accordance with standard operating procedures and job specifications.
2. Prepare materials for welding	2.1. Materials are cleaned and prepared ready for welding.
3. Prepare equipment for welding	3.1. Welding equipment is set up correctly. 3.2. Settings and consumables are selected.
4. Perform routine welding using *oxy acetylene*	4.1. Safe welding practices are applied. 4.2. Materials are welded to job requirements. 4.3. Welds are cleaned in accordance with standard operating procedures.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Look for evidence that confirms skills in:

- preparing materials
- setting up welding equipment
- welding with oxy acetylene fuel gas
- reading and interpreting routine information on written job instructions, specifications and standard operating procedures
- following oral instructions
- using measurement skills for joint preparation and routine oxy acetylene welding

Required knowledge

Look for evidence that confirms knowledge of:

- preparatory requirements
- materials and consumables properties and characteristics
- equipment and equipment settings
- fuel gas properties and applications
- post welding treatments
- weld characteristics
- any applicable industry standards, NOHSC guides, State/Territory regulatory codes of practice/standards
- safe work practices and procedures
- safe welding practices
- use and application of personal protective equipment for routine oxy acetylene welding

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

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EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	A person who demonstrates competency in this unit must be able to prepare materials and carry out routine oxy acetylene welding.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.
Context of and specific resources for assessment	This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate. This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with performing routine oxy acetylene welding or other units requiring the exercise of the skills and knowledge covered by this unit.
Method of assessment	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.
Guidance information for assessment	

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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.	
Materials	Mild and low carbon steel and cast iron
Prepared	Preheating, setting up jigs, fixtures, clamps, joint preparation
Equipment	Hoses, blowpipes, regulators
Consumables	Filler rods, fluxes
Oxy acetylene	The term 'oxy-acetylene' is used here to describe a range of fuel gases, including acetylene, LPG, hydrogen etc.
Cleaned	Fluxes

Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units		

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Competency field

Competency field	Fabrication

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MEM05006C Perform brazing and or silver soldering

Modification History

Corrections to descriptor and range to clarify inclusion of 'braze welding'.

Unit Descriptor

Unit descriptor	This unit covers performing brazing (including braze welding) and silver soldering. It includes the preparation of materials and equipment and the inspection of the completed work.

Application of the Unit

Application of the unit	This unit applies to silver soldering and brazing using all grades of silver solder and braze. It also includes soldering of copper and refrigeration work. Work includes the preparation of materials and equipment and the inspection of the completed work. Work is undertaken in a production or maintenance environment using predetermined standards of quality, safety and work procedures. **Band**: **A** **Unit Weight**: **2**

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare materials and equipment	1.1. Job requirements are determined from specifications and/ or instructions. 1.2. Materials are correctly prepared using appropriate tools and techniques. 1.3. Materials are correctly assembled/aligned to meet specifications as required. 1.4. Distortion prevention measures are identified and appropriate action is taken as required. 1.5. Heating equipment is assembled and set up safely and correctly in accordance with standard operating procedures. 1.6. Correct and appropriate consumables are selected and prepared. 1.7. Test run is undertaken and verified as required.
2. Braze and/or silver	2.1. The correct process is selected to meet specifications.

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ELEMENT	PERFORMANCE CRITERIA
solder	2.2. Materials are preheated as required. 2.3. Consumables are applied using correct techniques. 2.4. Jointing material is applied correctly and in appropriate quantities to meet job/specifications. 2.5. Material temperature is annealed using correct and appropriate techniques.
3. Inspect joints	3.1. Excess jointing materials are removed using correct and appropriate techniques. 3.2. Inspection of joints is undertaken to standard operating procedures. 3.3. Inspection results are reported/recorded using standard operating procedures as required.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
Look for evidence that confirms skills in: • preparing materials • performing brazing, braze welding, silver soldering • undertaking visual inspection • reading and interpreting routine information on written job instructions, specifications and standard operating procedures • following oral instructions
Required knowledge
Look for evidence that confirms knowledge of: • the reasons for selecting specific methods of assembly/alignment • the procedures for minimising distortion of the materials being brazed/braze welded/silver soldered • the procedures for assembling and setting up the specific heating equipment • the reasons for selecting specific heating equipment • the reasons for selecting specific consumables • conducting test runs

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REQUIRED SKILLS AND KNOWLEDGE
• typical applications of brazing/braze welding and silver soldering processes • the procedures and precautions for preheating the materials to be joined • the effects of the use of inappropriate techniques on the performance of the jointed materials • the effect of inappropriate quantities of jointing material on the performance of the jointed materials • the procedures for normalising the temperature of jointed materials • the consequences of using inappropriate techniques to normalise the temperature of the joint • the procedures for removing excess jointing material • the procedures for inspecting brazed/braze welded/silver soldered joints • use and application of personal protective equipment for silver soldering and brazing/braze welding • safe work practices 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	A person who demonstrates competency in this unit must be able to perform brazing (including braze welding) and silver soldering.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.
Context of and specific resources for assessment	This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, i.e. the candidate is not in productive work, then appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the

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EVIDENCE GUIDE	
	candidate. This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with brazing (including braze welding) and/or silver soldering or other units requiring the exercise of the skills and knowledge covered by this unit.
Method of assessment	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.
Guidance information for assessment	

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.	
Materials	Ferrous and non-ferrous
Heating	Oxy acetylene and fuel gas, cylinders, connections, hoses, tips and nozzles
Consumables	Fluxes (resin or powder), all types of silver solder and brazing grades, etc.

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RANGE STATEMENT	
Process	Brazing, braze welding and silver soldering

Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units		

Competency field

Competency field	Fabrication

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MEM05049B Perform routine gas tungsten arc welding

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers preparing the materials and carrying out routine gas tungsten arc welding (GTAW).

Application of the Unit

Application of the unit	This unit applies in a maintenance or manufacturing environment where the weld quality is not required to meet an Australian Standard. Fillet and butt welds would typically be performed on low carbon/mild steels and aluminium. Where welding is required to meet Australian Standard 1554 General Purpose or equivalent codes, occupational health and safety regulations and/or licensing requirements, Unit MEM05019D (Weld using gas tungsten arc welding process) should be selected. **Band**: **A** **Unit Weight**: **2**

Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Identify weld requirements	1.1. Weld requirements are identified from job instructions. 1.2. The locations of welds are identified in accordance with standard operating procedures and job specifications.
2. Prepare materials for welding	2.1. Materials are cleaned and prepared ready for welding.
3. Prepare equipment for welding	3.1. Welding equipment is set up correctly. 3.2. Settings and consumables are selected to suit application.
4. Perform routine welding using GTAW	4.1. Safe welding practices are applied. 4.2. Materials are welded to job requirements. 4.3. Welds are cleaned to standard operating procedures.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
Look for evidence that confirms skills in: • preparing materials • setting up welding equipment • welding with GTAW • reading and interpreting routine information on written job instructions, specifications and standard operating procedures • using measurement skills for joint preparation and routine GTAW
Required knowledge
Look for evidence that confirms knowledge of: • preparatory requirements • properties and characteristics of materials and consumables • equipment and equipment settings • fuel gas properties and applications • post welding treatments • weld characteristics • safe welding practices • use and application of personal protective equipment for routine GTAW

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	A person who demonstrates competency in this unit must be able to perform routine gas tungsten arc welding (GTAW).

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.
Context of and specific resources for assessment	This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate. This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with carrying out routine gas tungsten arc welding or other units requiring the exercise of the skills and knowledge covered by this unit.
Method of assessment	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.
Guidance information for assessment	

Range Statement

RANGE STATEMENT

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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.	
Materials	Mild and low carbon steel
Prepared	Preheating, setting up jigs, fixtures, clamps, joint preparation
Equipment	Hoses, welding leads and gas shrouds, electrodes, gas regulator, liners, contact tips
Consumables	Tungsten electrodes, filler wire, shielding gas
Cleaned	Slag, spatter

Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units		

Competency field

Competency field	Fabrication

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MEM05050B Perform routine gas metal arc welding

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers preparing materials and routine gas metal arc welding (GMAW).

Application of the Unit

Application of the unit	This unit applies in a maintenance or manufacturing environment where the weld quality is not required to meet an Australian Standard or equivalent. Fillet and butt welds would typically be performed on low carbon/mild steels. Where welding is required to meet Australian Standard 1554 General Purpose or equivalent codes, occupational health and safety regulations and/or licensing requirements, Unit MEM05017D (Weld using gas metal arc welding process) should be selected. **Band**: **A** **Unit Weight**: **2**

Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Identify weld requirements	1.1. Weld requirements are identified from job instructions. 1.2. Locations of welds are identified in according to standard operating procedures and job specifications.
2. Prepare materials for welding	2.1. Materials are cleaned and prepared ready for welding.
3. Prepare equipment for welding	3.1. Welding equipment is set up correctly. 3.2. Settings and consumables are selected to suit application.
4. Perform routine welding using GMAW	4.1. Safe welding practices are applied. 4.2. Materials are welded to job requirements. 4.3. Welds are cleaned to standard operating procedures.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
Look for evidence that confirms skills in: • preparing materials • setting up welding equipment • welding with GMAW • reading and interpreting routine information on written job instructions, specifications and standard operating procedures • following oral instruction • using measurement skills relating to joint preparation and routine GMAW
Required knowledge
Look for evidence that confirms knowledge of: • different current and voltage settings, gas flow rates wire diameters, wire feed speed and other variables to suit typical situations. • material and equipment preparation • properties and characteristics of materials and consumables • equipment and equipment settings • fuel gas properties and applications • post-welding treatments • weld characteristics • safe welding practices • use and application of personal protective equipment for routine GMAW

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	A person who demonstrates competency in this unit must

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EVIDENCE GUIDE	
	be able to perform routine gas metal arc welding (GMAW).
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.
Context of and specific resources for assessment	This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate. This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with preparing the materials and carrying out routine gas metal arc welding or other units requiring the exercise of the skills and knowledge covered by this unit.
Method of assessment	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.
Guidance information for assessment	

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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.	
Materials	Mild and low carbon steel
Prepared	Preheating, setting up jigs, fixtures, clamps, joint preparation
Equipment	Hoses, welding leads, gas shrouds, gas regulators, liners, contact tips
Consumables	Filler wire, shielding gas
Cleaned	Slag and spatter

Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units		

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Competency field

Competency field	Fabrication

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MEM18011C Shut down and isolate machines/equipment

Modification History

Single band identifier removed to clarify dual status.

Unit Descriptor

Unit descriptor	This unit covers isolating and shutting down machines and equipment.

Application of the Unit

Application of the unit	This unit applies to situations that require extensive system knowledge that exclude the straightforward starting/stopping of machinery/equipment through the use of simple switching, including use of emergency switches. Shut-down/isolation is undertaken autonomously or as part of teamwork. **Band:** This unit has dual status and is to be regarded as both a specialisation band A unit and Specialisation band B unit for progression to C7 (AQF level IV). **Unit Weight**: **2**

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Shut down machine/equipment	1.1. Machine/equipment operational function is determined and understood. 1.2. Shut-down sequence is undertaken safely and to standard operating procedures. 1.3. Machine/equipment is depressurised/emptied/de-energised/bled to standard operating procedures. 1.4. Safe shut-down of machine/equipment is verified. 1.5. Safety/security lock-off devices and signage are installed to standard operating procedures. 1.6. Machine/equipment is left in clean and safe state.
2. Isolate machine/equipment	2.1. Machine/equipment operational function is determined and understood. 2.2. Isolation methods and points are recognised and identified.

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ELEMENT	PERFORMANCE CRITERIA
	2.3. Isolation is undertaken safely and to standard operating procedures. 2.4. Safe isolation of machine/equipment is verified. 2.5. Safety/security lock-off devices and signage are installed to standard operating procedure. 2.6. Machine/equipment is left in clean and safe state.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Look for evidence that confirms skills in:

- reading, interpreting and following information on written job instructions, specifications and other applicable reference documents
- checking and clarifying task-related information
- entering information onto proformas and standard workplace forms
- shutting down machine/equipment
- purging/de-energising equipment
- installing safety/security lock-off devices and signage\

Required knowledge

Look for evidence that confirms knowledge of:

- the operational function of the machine/equipment
- the shut-down sequence
- the procedures for shutting down and isolating the machine/equipment
- safety precautions for shutting down and isolating the machine/equipment
- procedures for purging/de-energising the machine/equipment and reasons for doing so
- procedures for verifying machine/equipment shut-down and isolation and reasons for verifying
- the safety/security lock-off devices and signage to be installed
- the reasons and procedures for installing lock-off devices and signage
- the reasons for ensuring the machine/equipment is left in a clean, safe state
- hazards and control measures
- use and application of personal protective equipment

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REQUIRED SKILLS AND KNOWLEDGE
• safe work practices 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	A person who demonstrates competency in this unit must be able to shut down and isolate machines/equipment.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.
Context of and specific resources for assessment	This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate. This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with shutting down and isolating machines/equipment or other units requiring the exercise of the skills and knowledge covered by this unit.
Method of assessment	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate

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EVIDENCE GUIDE	
	must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.
Guidance information for assessment	

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.	
Shut down/isolate	Shut down/isolation means and includes isolation of mechanical, electrical drives, pipework (pressure) rotating equipment etc. utilising electrical lock-off isolators, mechanical and power driven valves etc. in accordance with standard operating instructions. Relevant regulations, Australian standards and legislative requirements governing isolation and shut-down must be complied with
Machine/equipment	Manual, semi automatic and automatic machines of a stand-alone, continuous production or process nature.

Unit Sector(s)

Unit sector	

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Co-requisite units

Co-requisite units		

Competency field

Competency field	Maintenance and diagnostics

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MSFGG2008 Glaze and re-glaze residential windows and doors

Modification History

Release 2 - Update of Australian Standards codes. Statement regarding currency of Australian Standards included in Range of Conditions and Performance Evidence.

Release 1 - New unit of competency

Application

This unit of competency covers fitting glass to residential windows and doors, other openings, or to other frames performed in workplaces involving on-site and off-site fabrication, installation and replacement of glass.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Competency Field

Unit Sector

Glass and Glazing

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Identify work requirements	1.1	Work requirements for the type of glass to be used and the method of fixing are identified from work instructions
		1.2	Work health and safety (WHS) requirements for glazing/re-glazing of windows and doors, including personal protective equipment, are observed throughout the work
		1.3	The process for fitting glass to window and doorframes is identified
2	Prepare for work	2.1	Work sequence is planned in a logical order to suit the job

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			and in accordance with workplace procedures
		2.2	Tools, equipment and materials (other than glass and frames) are selected and checked prior to use to ensure they are appropriate for the work, serviceable and in a safe condition
		2.3	Type of glass to be fitted and frames are selected to match job requirements and glass checked for type, size and imperfections
		2.4	Glass fixing method is selected and frame condition is assessed to ensure suitability for glazing in accordance with customer order and Australian Standards
		2.5	Defective frames are reported for repair or replacement in accordance with workplace procedures
		2.6	Fixing and sealing materials are prepared by mixing or cutting to length, as appropriate
3	Identify site conditions and restraints	3.1	On-site difficulties are recognised and corrective action taken in accordance with regulations and workplace requirements
		3.2	Covering material is applied, where necessary, to protect existing fixtures and fittings
		3.3	Special characteristics of the window or door which may affect the finished job are identified and corrective action taken
		3.4	Prefabricated, modular scaffolding system to a maximum of one platform is erected safely and in the correct order of assembly, if required
		3.5	Access stairway or ladder and edge protection components are fitted to the modular scaffolding, where used
4	Perform glazing	4.1	Frame is prepared to receive glass by checking size against specifications, removing remains of glass and any sealants, cleaning and surface preparation, if required
		4.2	Glass is fixed to the frame using the selected method and in accordance with recognised industry procedures and Australian Standards
		4.3	Solvents and sealants are used in accordance with manufacturer recommendations and Australian Standards

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		4.4	Excess sealing material is removed and glass and frame cleaned after fixing
5	Complete work	5.1	Completed installation is checked to ensure compliance with customer requirements and specifications
		5.2	Prefabricated modular scaffolding, where used, is dismantled safely in the correct order and packed for transport
		5.3	Tools, equipment and materials are cleaned and stored following workplace procedures
		5.4	Work area is cleaned and left in a safe condition and rubbish disposed of, as appropriate
		5.5	Waste and scrap materials are removed for disposal or recycling, as required
		5.6	Workplace documentation is completed in accordance with workplace requirements including calculating the cost of glass, fittings, materials and labour

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods code, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation

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	insurance requirements • work requires individuals to demonstrate some discretion, judgement and problem solving
Types of glass include:	• annealed glass • toughened glass • laminated glass • wired glass • tinted and heat reflective glass • coated glass and insulated glass units • patterned glass
Methods of glazing include:	• channel glazing • beaded glazing and double glazing

Glazing and re-glazing includes:	• installation of glass to metal and/or timber doors, windows and other frames, and re-glazing of existing windows and doors
	• residential glazing/re-glazing that is confined to simple doors and windows:
	  • residential windows, such as fixed, sliding, casement, awning and double hung and louvres
	  • residential doors, such as sliding, hinged, pivot and bi-fold

Tools and equipment include:	• tungsten wheel glass cutters • speed cutters • cutting lubricants • running pliers • straight edges and squares • tape measures • glass handling and lifting equipment • hack-out knives • chisels • putty knives • sprig/diamond guns • vinyl cutters and rollers • pry bars • sealant guns • blade and Phillips head screwdrivers • pop rivet guns • electric and pneumatic drills • rubber mallets • claw hammers • nail punches • personal protective equipment

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Materials include:	• flat glass and acrylic glazing products • plastic • aluminium • steel • solid timber • gaskets • sealants • adhesives • glazing tapes • setting blocks
Matching job requirements includes:	• customer order • existing glass type
Glass fixing factors include:	• specification • type of glass and frame • security requirements • sealing methods • compliance with relevant Australian Standards
Prefabricated, modular restricted height scaffolding includes:	• completed scaffolding less than 3 m in completed height from the ground • erection as close as practicable to the working face, and where the scaffold is greater than 225 mm from the working face, guardrails and mid-rails to the inner face must be installed • dismantling by accessing the scaffold platform by stairway or ladder and start dismantling from an end bay • dismantling sequence is to dismantle guardrails, mid-rails, ledgers, transoms and standards first

Personal protective equipment includes:	• that prescribed under legislation, regulation and enterprise policies and practices:
	  • gauntlets
	  • gloves
	  • safety glasses
	  • hard hats
	  • safety footwear
	  • aprons and overalls

Information and procedures include:	• workplace procedures relating to the use of tools and equipment and personal protective equipment • work instructions, including job sheets, cutting lists, plans, drawings and designs • workplace procedures relating to reporting and communication • manufacturer specifications and operational procedures

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- on-site procedures and regulations relating to the handling and movement of glass
- Australian Standards:
  - AS 1288:2006 Glass in buildings - Selection and installation
  - AS/NZS 2208:1996 Safety glazing materials in buildings
  - AS/NZS 4667:2000 Quality requirements for cut-to-size and processed glass
  - AS 2047:2014 Windows in buildings - Selection and installation
  - AS/NZS 4666:2012 Insulating glass units

Note, wherever Australian Standards are listed they apply at the time of publication, but the most current version (including amendments) or replacement versions are to be used.

Unit Mapping Information

Supersedes and is equivalent to LMFGG2008C Glaze/re-glaze residential windows and doors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73

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Assessment Requirements for MSFGG2008 Glaze and re-glaze residential windows and doors

Modification History

Release 2 - Update of Australian Standards codes. Statement regarding currency of Australian Standards included in Range of Conditions and Performance Evidence.

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
  - minimise the risk of injury to self or others
  - prevent damage to goods, equipment and products
  - maintain required production output and product quality
- Optimise glass sizes for economical cutting and assembling of required materials and glaze or re-glaze the following:
  - timber putty faced window sashes or door panel
  - timber beaded sidelight, fixed panel, sliding, hinged, pivot and/or bi-fold doors
  - metal framed channel glazed door or window
  - metal framed beaded door or window
- Glazing is to include:
  - calculating glazing clearance and cutting size
  - cutting glass to AS/NZS 4667:2000 Quality requirements for cut-to-size and processed glass
    - *Note, wherever Australian Standards are listed they apply at the time of publication, but the most current version (including amendments) or replacement versions are to be used).*
  - selecting correct glazing tools, equipment, glazing sealants, vinyls and tapes
  - preparing the working area
  - preparing glazing rebates and channels prior to installation
  - cleaning glass, tools, equipment and work area
  - calculating the cost of glass, glazing materials and labour
  - selecting re-glazing tools and equipment
  - hacking out/removing beads and glass safely from timber windows and doors
  - removing and disassembling metal window sashes and doors and removing glass safely

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    - installing and/or adjusting sash cords, unique, spiral or spring balances on double hung windows
- Erect, use and dismantle modular scaffolding equipment safely
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- Qualities and characteristics of glass, including hazards and handling requirements
- Techniques, methods, materials and process of glazing simple/complex window and doorframes
- Workplace safety system requirements related to the glazing simple/complex window and doorframes
- Relevant Australian Standards
- Work flow requirements in relation to fitting glass
- Characteristics, purpose and operation of tools and equipment used in glazing simple/complex window and doorframes
- Safe methods for erecting and dismantling restricted height modular scaffolding systems
- Correct identification of equipment, processes and procedures

Assessment Conditions

- Assessors must:
    - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
    - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
    - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor’s reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.

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- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to frames, glass, fixing material, sealants, modular scaffolding, workplace operating procedures and work orders, personal protective equipment and an appropriate work area/site.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73

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MSMENV672 Develop workplace policy and procedures for environmental sustainability

Modification History

Release 1. Supersedes and is equivalent to MSAENV672B Develop workplace policy and procedures for environmental sustainability

Application

This unit of competency covers the skills and knowledge required to develop and implement a workplace sustainability policy, including the modification of the policy to suit changed circumstances.

This unit of competency applies to team leaders/supervisors/managers who are required to develop approaches to environmental sustainability within workplaces, including the development and implementation of policy.

It includes communicating with relevant stakeholders, developing and monitoring sustainability policies and reviewing and improving sustainability policies.

This unit of competency applies to all sectors of the manufacturing industry. It may also be applied to all sections of an organisation, including the office and warehouse. This unit will need to be appropriately contextualised as it is applied across an organisation and across different industry sectors.

This unit of competency applies to an individual working alone or as part of a team or group and working in liaison with other shift team members and the control room operator, as appropriate.

No licensing, legislative or certification requirements apply to this unit at the time of

Pre-requisite Unit

Nil

Competency Field

HSE

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Unit Sector

Elements and Performance Criteria

Elements describe the essential outcomes		Performance criteria describe the performance needed to demonstrate achievement of the element	
1	Develop workplace sustainability policy	1.1	Define the scope of sustainability policy
		1.2	Identify and consult with stakeholders during the policy development process
		1.3	Review the environmental sustainability strategies relevant to all stages of work covered by the policy
		1.4	Make recommendations for policy options based on likely effectiveness, timeframes and cost
		1.5	Develop policy that reflects the organisation's commitment to sustainability as an integral part of the business planning, and as a business opportunity
		1.6	Agree upon appropriate methods of implementation
2	Communicate the policy	2.1	Promote the policy, including its expected outcome to key stakeholders
		2.2	Inform those involved in implementing the policy as to outcomes expected, activities to be undertaken and responsibilities assigned
3	Implement the policy	3.1	Develop and communicate procedures to help implement the policy
		3.2	Employ strategies for implementation of policy in resource efficiency
		3.3	Establish recording systems for tracking changes in sustainability approaches and assign responsibilities
4	Review policy	4.1	Record outcomes and provide feedback to key personnel

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implementation		and stakeholders
	4.2	Investigate success or otherwise of policy
	4.3	Monitor records to identify trends that may require remedial action to implemented policy and procedures
	4.4	Modify policy and or procedures as required to ensure improvements are made

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Regulatory framework

The latest version of all legislation, regulations, industry codes of practice and Australian/international standards, or the version specified by the local regulatory authority, must be used, and include one or more of the following:

- legislative requirements, including work health and safety (WHS)
- industry codes of practice and guidelines
- environmental regulations and guidelines
- Australian and other standards
- licence and certification requirements
- *ISO 14001:2015 Environmental management systems*

Procedures

All operations must be performed in accordance with relevant procedures.

Procedures are written, verbal, visual, computer-based or in some other form, and include one or more of the following:

- work instructions
- standard operating procedures (SOPs)

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- safe work method statements (SWMS)
- formulas/recipes
- batch sheets
- temporary instructions
- any similar instructions provided for the smooth running of the plant

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSAENV672B Develop workplace policy and procedures for environmental sustainability

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027

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Assessment Requirements for MSMENV672 Develop workplace policy and procedures for environmental sustainability

Modification History

Release 1. Supersedes and is equivalent to MSAENV672B Develop workplace policy and procedures for environmental sustainability

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and must include the ability to:

- scope and develop an integrated sustainability policy and procedure within an enterprise
- raise awareness among stakeholders and those involved in implementing the policy of expected outcomes
- develop a workable implementation strategy
- ensure policy implementation is monitored, reviewed and modified where

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- relevant policy development and implementation processes and practices
- principles, practices and available tools and techniques of sustainability management relevant to the particular industry context.

Assessment Conditions

- The unit should be assessed holistically and the judgement of competence based on a holistic assessment of the evidence.
- The collection of performance evidence is best done from a report and/or folio of evidence drawn from:
  - a single project which provides sufficient evidence of the requirements of all the elements and performance criteria
  - multiple smaller projects which together provide sufficient evidence of the requirements of all the elements and performance criteria.
- A third-party report, or similar, may be needed to testify to the work done by the individual, particularly when the project has been done as part of a project team.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.

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- Knowledge evidence may be collected concurrently with performance evidence or through an independent process, such as workbooks, written assessments or interviews (provided a record is kept).
- 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.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The regulatory framework will be reflected in workplace policies and procedures and is not required to be independently assessed.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- As a minimum, assessors must satisfy the Standards for Registered Training Organisations 2015 assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027

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MSMSUP390 Use structured problem-solving tools

Modification History

Release 2. Equivalent. Minor edits for improved clarity. Range of conditions removed.

Release 1. Supersedes and is equivalent to MSAPMSUP390A Use structured problem-solving tools.

Application

This unit describes the skills and knowledge required to use structured process improvement tools to solve process and other problems. It describes the broad application of in-depth and rigorous structured problem-solving techniques to identify opportunities for improvement.

This unit applies to experienced operators, team leaders, supervisors or people in similar roles who are required to identify improvements and/or solve problems beyond those associated directly with the process unit and/or equipment.

This unit applies to an individual working alone or as part of a team or group and working in liaison with other shift team members and the control room operator, as appropriate.

This unit of competency applies to all work environments.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Support

Elements and Performance Criteria

Elements	**Performance Criteria**
Elements describe the essential *outcomes.*	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify the problem	1.1 Identify variances from desired operating and/or output parameters and quality 1.2 Define the extent, cause and nature of the problem by observation

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Elements	**Performance Criteria**
Elements describe the essential *outcomes.*	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
	and investigation 1.3 State and specify the problem clearly
2. Determine fundamental cause of problem	2.1 Select problem-solving tool appropriate to the problem and the context 2.2 Identify possible causes based on experience and the use of problem-solving tools and analytical techniques 2.3 Develop possible cause statements 2.4 Determine fundamental cause
3. Determine corrective action	3.1 Determine all possible options for resolution of the problem 3.2 Identify strengths and weaknesses of possible options 3.3 Determine corrective action to remove the problem and possible future causes 3.4 Develop implementation plans identifying measurable objectives, resource needs and timelines in accordance with safety and operating procedures 3.5 Develop recommendations for ongoing monitoring and testing
4. Communicate recommendations	4.1 Prepare report on recommendations 4.2 Present recommendations to appropriate personnel 4.3 Follow up recommendations

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Release 2. Supersedes and is equivalent to MSAPMSUP390A Use structured problem-solving tools

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027

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Assessment Requirements for MSMSUP390 Use structured problem-solving tools

Modification History

Release 2. Equivalent. Minor edits for improved clarity. Range of conditions removed.

Release 1. Supersedes and is equivalent to MSAPMSUP390A Use structured problem-solving tools.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- identified at least 1 problem
- analysed problem using at least 1 analysis tool drawn from each of 2 different groups of tools (basic, visual, process, business and organisation specific)
- selected the preferred solution
- developed and used an implementation plan, that includes:
  - specific, measurable, achievable, relevant, timed (SMART) objectives
  - resource requirements
  - methods for reaching objectives
  - timelines
  - methods of checking and adjusting adherence to plan
- communicated effectively with other personnel.
-

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- relevant organisation procedures
- risks, risk assessment and controls relevant to problem being analysed
- targets and measures for output and quality
- types and application of problem-solving tools and analytical techniques
- relevant equipment and operational processes.
-

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies, as well as, using suitable facilities, equipment and resources.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027

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MSMSUP404 Coordinate maintenance

Modification History

Release 1. Supersedes and is equivalent to MSAPMOPS404A Co-ordinate maintenance

Application

This unit of competency covers the skills and knowledge required to coordinate maintenance of a manufacturing facility.

It applies to experienced technicians, supervisors, maintenance coordinators or team leaders, working either independently or as part of a team. They will be required to apply knowledge of equipment operating principles, service requirements and workplace production operations to the coordination of maintenance activities to meet the objectives of restoring the plant/equipment condition, consistent with production requirements. They will not be required to actually do the maintenance.

This unit of competency applies to all work environments and sectors within the manufacturing industry. It applies to coordination of one or more of:

- predictive and preventative operational maintenance
- proactive maintenance
- reactive maintenance.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Support

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Unit Sector

Elements and Performance Criteria

Elements describe the essential outcomes		Performance criteria describe the performance needed to demonstrate achievement of the element	
1	Plan maintenance	1.1	Develop work plans for scheduled routine maintenance activities
		1.2	Develop contingency plans for unscheduled maintenance activities
		1.3	Source maintenance providers (internal/external)
		1.4	Develop costings for maintenance work
		1.5	Identify and control hazards
		1.6	Document and record required production interruptions, processes and procedures
		1.7	Obtain required authorisations for the maintenance work
2	Organise maintenance	2.1	Schedule maintenance activities, with reference to production requirements and availability of resources
		2.2	Review available maintenance expertise and arrange appropriate training and assessment where necessary
		2.3	Obtain approvals for maintenance schedule as necessary to coordinate with production requirements
3	Assemble maintenance requirements	3.1	Determine resources required (equipment, personnel and consumables) to meet maintenance schedule
		3.2	Locate and coordinate supply of consumables, equipment and expertise to meet maintenance schedule
		3.3	Purchase equipment, consumables and expertise as required

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4	Complete maintenance	4.1	Complete maintenance schedule
		4.2	Make appropriate readings, measurements and recordings and compare to equipment, product and other relevant specifications
		4.3	Identify areas requiring further testing of plant, which has been subject to maintenance, and recommend appropriate procedures to supervisory staff
		4.4	Make appropriate adjustments to the maintenance schedule
		4.5	Complete records as required, noting areas where changes to equipment operation or routine maintenance are required

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Regulatory framework

The latest version of all legislation, regulations, industry codes of practice and Australian/international standards, or the version specified by the local regulatory authority, must be used, and include one or more of the following:

- legislative requirements, including work health and safety (WHS)
- industry codes of practice and guidelines
- environmental regulations and guidelines
- Australian and other standards
- licence and certification requirements

Procedures

All operations must be performed in accordance with relevant procedures.

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Procedures are written, verbal, visual, computer-based or in some other form, and include one or more of the following:

- emergency procedures
- work instructions
- standard operating procedures (SOPs)
- safe work method statements (SWMS)
- formulas/recipes
- batch sheets
- temporary instructions
- any similar instructions provided for the smooth running of the plant

Tools and equipment

Tools and equipment include one or more of the following:

- hand tools specific for the task
- testing equipment
- measuring and aligning equipment
- computer equipment
- relevant personal protective equipment (PPE)

Hazards

Hazards include one or more of the following:

- ineffective isolations of energy sources, motive power and process materials
- manual handling of machinery components
- hot, cold or components containing dangerous materials
- external hazards (e.g. traffic into a maintenance area)
- smoke, darkness and heat
- heat, smoke, dust or other atmospheric hazards
- electricity
- gas
- gases and liquids under pressure
- structural hazards
- structural collapse
- equipment failures
- industrial (machinery, equipment and product)
- equipment or product mass
- noise, rotational equipment or vibration
- limited head spaces or overhangs
- working at heights, in restricted or confined spaces, or in environments subjected to heat, noise, dusts or vapours
- fire and explosion
- flammability and explosivity

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- hazardous products and materials
- unauthorised personnel
- sharp edges, protrusions or obstructions
- slippery surfaces, spills or leaks
- extreme weather
- other hazards that might arise

Data and plant records

Data and plant records include one or more of the following:

- plant data
- log sheets
- operational and performance reports
- equipment performance (e.g. speed, output and variations)
- equipment component performance
- sequences and timing of operations
- materials changes (desired and not desired)
- physical aspects, such as noise, smell, feel and pressure condition monitoring information
- planned maintenance schedules
- procedures
- manufacturer specifications, instructions, service manuals and other information

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSAPMOPS404A Co-ordinate maintenance

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027

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Assessment Requirements for MSMSUP404 Coordinate maintenance

Modification History

Release 1. Supersedes and is equivalent to MSAPMOPS404A Co-ordinate maintenance

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and must include the ability to:

- plan for maintenance requirements in standard and non-standard situations and determine appropriate action consistent with operation guidelines and regulatory framework
- identify and interpret information from a range of internal and external sources
- develop and adjust work plans for the maintenance activities
- coordinate resources to meet maintenance work plans
- communicate effectively with team/work group, supervisors and other personnel
- monitor work plans for maintenance activities**.**

Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- characteristics and capabilities of relevant equipment, materials and processes
- functions and troubleshooting of internal components and their problems
- routine and non-routine causes of equipment failures and processes to develop solutions
- service conditions which may increase maintenance
- urgency and timeliness factors in planning maintenance activities in relation to production requirements
- proactive, predictive, preventative and reactive maintenance principles.

Assessment Conditions

- The unit should be assessed holistically and the judgement of competence based on a holistic assessment of the evidence.
- The collection of performance evidence:
  - should occur over a range of situations which include typical disruptions to normal, smooth operation of an operating plant
  - will typically include a supervisor/third-party report or other evidence, focusing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency

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  - must include the coordination of maintenance in an appropriate industrial context
  - may use industry-based simulation for part only of the unit where safety, lack of opportunity or significant cost is an issue.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment in a simulated environment should use evidence collected from one or more of:
  - walk-throughs
  - pilot plant operation
  - demonstration of skills
  - industry-based case studies/scenarios
  - ‘what ifs’.
- Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process, such as workbooks, written assessments or interviews (provided a record is kept).
- 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.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The regulatory framework will be reflected in workplace policies and procedures and is not required to be independently assessed.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- As a minimum, assessors must satisfy the Standards for Registered Training Organisations 2015 assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027

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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.

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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

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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

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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: • 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	• 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	• 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	

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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	Emissions means all materials which enter the process/site but which do not leave as part of the product and so includes:
	• known or able to be physically measured emissions of:
	  • 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	Significant resources includes resources which are deemed to be significant because they are: • high volume • high value • high environmental significance • important to the product or process • covered by legislation or regulation • important to the enterprise It need not include resources which are incidental to the activity and which are not otherwise significant

Unit Sector(s)

Sustainability

Custom Content Section

Not applicable.

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MSS015011 Conduct a sustainability energy audit

Modification History

Release 1. Supersedes and is equivalent to MSS015011A Conduct a sustainability energy audit.

Application

This unit of competency covers conducting an audit for the specific resource of energy in an organisation or part or all of its value chain and to prepare recommendations for a reduction of, and more efficient use of, energy.

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 (e.g. supplier of goods or services or a customer).

The energy audit may be conducted to assist in regulatory compliance or as part of a strategy to improve the sustainability of manufacturing operations. The emphasis in the unit is on informing decision making in regards to energy use in a value chain or site.

A manager or technical specialist who has a major responsibility for sustainability as part of a broader work role would typically undertake this, or sustainability may be their primary work responsibility. The manager or technical specialist 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. 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.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

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Competency Field

Sustainable operations

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Identify all sources and uses of energy in process**	1.1	Identify all sources of energy external to the site.
		1.2	Identify all sources of energy within the site.
		1.3	Identify all uses of energy by process unit.
		1.4	Identify energy type and intensity required by each process unit.
2	**Calculate theoretical use of energy**	2.1	Calculate theoretical net use of energy by type and intensity for each process unit.
		2.2	Calculate overall energy balance for process/site.
		2.3	Evaluate the need for energy consumption by process and units within the process compared to alternative processes/units.
3	**Measure actual use of energy**	3.1	Determine actual net energy use for overall process/site.
		3.2	Determine actual net energy use for each process unit.
		3.3	Calculate difference between theoretical and actual energy use by unit and overall.
		3.4	Identify actual energy type used by each process unit.
4	**Develop strategies for**	4.1	Rank units by difference between theoretical and actual energy use.

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	reducing the use of energy	4.2	Rank units by actual energy use.
		4.3	Identify units using higher intensity energy than required.
		4.4	Develop strategies to reduce energy consumption and/or use lower intensity energy.
5	**Prepare a recommendation for an energy use reduction strategy**	5.1	Consult with key stakeholders.
		5.2	Identify strategies required to meet regulatory or similar requirements.
		5.3	Rank strategies by benefit/cost ratio.
		5.4	Short-list preferred energy reduction strategies.
		5.5	Prepare recommendation for improving energy usage.

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Energy/energy type includes one or more of	• operational heating and cooling • motive energy • lighting • waste energy.
Energy intensity includes one or more	• temperature • power

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of required

- pressure.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS015011A Conduct a sustainability energy audit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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Assessment Requirements for MSS015011 Conduct a sustainability energy audit

Modification History

Release 1. Supersedes and is equivalent to MSS015011A Conduct a sustainability energy audit.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability, for one or more processes, to:

- define appropriate boundaries for the sustainability energy audit
- conduct energy balance analyses for a site, value chain or process
- identify high energy use/waste units/areas
- undertake benefit/cost ratio analyses
- ensure improvement strategies proposed reflect stakeholder needs and regulatory environment.

Knowledge Evidence

Must provide evidence that demonstrates sufficient knowledge to interact with relevant personnel and be able to audit energy usage including knowledge of:

- nature of energy wastage
- energy balancing techniques for process and process steps (sometimes known as heat balancing)
- methods of measuring actual process amount/flows
- waste reduction/energy efficiency strategies and methods along with costs, effectiveness and alternative strategies (e.g. efficient lighting, efficient window glass and efficient motors)
- cost-benefit analysis
- relevant legislation, regulation and protocols.

Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence is best done from a report and/or folio of evidence drawn from:
    - a single project which provides sufficient evidence of the requirements of all the elements and performance criteria

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  - multiple smaller projects which together provide sufficient evidence of the requirements of all the elements and performance criteria.
- A third party report, or similar, may be needed to testify to the work done by the individual, particularly when the project has been done as part of a project team.
- Assessment should use a real project where a sustainability energy audit is conducted for an operational workplace.
- Knowledge evidence may be collected concurrently with performance evidence or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- 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.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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MSS015011A Conduct a sustainability energy audit

Modification History

Not applicable.

Unit Descriptor

This unit of competency covers conducting an audit for the specific resource of energy in an organisation or part or all of its value chain and to prepare recommendations for a reduction of, and more efficient use of, energy.

Application of the Unit

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 (e.g. supplier of goods or services or a customer).

The energy audit may be conducted to assist in regulatory compliance or as part of a strategy to improve the sustainability of manufacturing operations. The emphasis in the unit is on informing decision making in regards to energy use in a value chain or site. Where complex electrical and other energy analysis skills are required appropriate units should be selected from the MEM05 Metal and Engineering Training Package.

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 manager or technical specialist 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. 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.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

THis unit contains employability skills

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

1 Identify all sources and uses of energy in process	1.1 Identify all sources of energy external to the site
	1.2 Identify all sources of energy within the site
	1.3 Identify all uses of energy by process unit
	1.4 Identify energy type and intensity required by each process unit
2 Calculate theoretical use of energy	2.1 Calculate theoretical net use of energy by type and intensity for each process unit
	2.2 Calculate overall energy balance for process/site
	2.3 Evaluate the need for energy consumption by process and units within the process compared to alternative processes/units
3 Measure actual use of energy	3.1 Determine actual net energy use for overall process/site
	3.2 Determine actual net energy use for each process unit
	3.3 Calculate difference between theoretical and actual energy use by unit and overall
	3.4 Identify actual energy type used by each process unit
4 Develop strategies for reducing the use of energy	4.1 Rank units by difference between theoretical and actual energy use
	4.2 Rank units by actual energy use
	4.3 Identify units using higher intensity energy than required
	4.4 Develop strategies to reduce energy consumption

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	and/or use lower intensity energy
5 Prepare a recommendation for an energy use reduction strategy	5.1 Consult with key stakeholders
	5.2 Identify strategies required to meet regulatory or similar requirements
	5.3 Rank strategies by benefit/cost ratio
	5.4 Short-list preferred energy reduction strategies
	5.5 Prepare recommendation for improving energy usage

Required Skills and Knowledge

Required knowledge includes:

- nature of energy wastage:
  - efficiency
  - friction/fouling/scaling
  - temperature/pressure range of operation
- energy balancing techniques for process and process steps (sometimes known as heat balancing)
- methods of measuring actual process amount/flows
- waste reduction/energy efficiency strategies and methods along with costs, effectiveness and alternative strategies (e.g. efficient lighting, efficient window glass and efficient motors)
- cost-benefit analysis
- relevant legislation, regulation and protocols
- AS/NZS ISO 14000 Environmental Management Standards

Required skills include:

- mapping processes and energy flows
- interpreting schematics and drawings
- calculating, manipulating and interpreting numerical data, including establishing series, means, correlations and rates of change
- ranking energy consumption and waste based on energy balancing
- consulting with technical and operative staff on possible non-obvious energy wastes
- consulting and negotiating with stakeholders on implementation process for sustainability improvement
- preparing recommendations

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Evidence Guide

Overview of assessment	A person who demonstrates competency in this unit must be able to conduct an energy audit, including calculation of theoretical and actual use of energy and preparation of recommendations for energy use reduction.
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: • defining appropriate boundaries for the sustainability energy audit • conducting energy balance analyses for a site or value chain • identifying high energy use/waste units/areas • undertaking benefit/cost ratio analyses • ensuring improvement strategies proposed reflect stakeholder needs and regulatory environment.
Context of and specific resources for assessment	• 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	• 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	

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Range Statement

Energy/energy type	Energy/energy type includes: • operational heating and cooling • motive energy • lighting • waste energy
Theoretical use of energy	The amount of energy (work) required to move a mass or heat matter is a basic physics calculation. This is the theoretical use of energy. Anything used above this is waste (although in physics it may be referred to as inefficiency)
Energy intensity	Energy intensity includes: • required temperature, power and pressure, as relevant

Unit Sector(s)

Sustainability

Custom Content Section

Not applicable.

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MSS015022 Develop strategies for more sustainable use of resources

Modification History

Release 1. Updated unit code. Range of conditions removed. Assessment requirements amended. Equivalent outcome.

Application

This unit describes the skills and knowledge to identify strategies for more sustainable uses of resources. The unit includes the identification of waste (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.

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.

Where the carbon footprint (or water footprint or similar) of an organisation or value chain is known, the unit can be applied to developing strategies for the reduction of that footprint. A manager or technical specialist who has a major responsibility for sustainability as part of a broader work role would typically undertake this, or sustainability may be their primary work responsibility.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

Pre-requisite Unit

Nil

Competency Field

Sustainable operations

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Quantify**	1.1	Identify all significant resources used by process

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Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
	resource consumption	1.2	Identify consumption measurements available for each resource
		1.3	Quantify 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	Quantify loss (emission) for each resource
3	**Recommend strategies for reducing muda (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
		4.4	Write and present report

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS015002 Develop strategies for more sustainable use of resources.

Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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Assessment Requirements for MSS015022 Develop strategies for more sustainable use of resources

Modification History

Release 1. Updated unit code. Range of conditions removed. Assessment requirements amended. Equivalent outcome.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- quantified significant resource consumption and emission using materials balancing for at least 1 organisation or value chain, including developing strategies for reducing emissions and preparing and presenting a resources use audit report.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- the concept of muda (waste) and muda categories
- muda reduction methods and strategies
- methods and uses of material balancing
- methods and uses of energy balancing
- methods of comparing theoretical with actual resource consumption
- methods for mapping processes and resources consumed
- methods of measuring actual resource usage
- AS/NZS ISO 14001 Environmental Management Systems or its authorised replacement.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions, contingencies, facilities, equipment and resources.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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MSS015023 Design sustainable product or process

Modification History

Release 1. Updated unit code. Changes to performance criteria. Range of conditions removed. Assessment requirements amended. Equivalent outcome.

Application

This unit describes the skills and knowledge to redesign an existing, or design a new, product or process to achieve optimal sustainability outcomes.

This unit applies inside organisations and their value chains. A manager or technical specialist who has a major responsibility for sustainability as part of a broader work role would typically undertake this unit, or sustainability may be their primary work responsibility. The manager or technical specialist may undertake this alone or as part of a team.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

Pre-requisite Unit

Nil

Competency Field

Sustainable operations

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Define parameters of new or improved product**	1.1 Consult with stakeholders to determine required function, performance and aesthetics of new product
		1.2 Identify market, expected time to market and cost constraints of product and production process
		1.3 Identify requirements with possible high sustainability impacts

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Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
		1.4	Negotiate requirements to achieve desired sustainability impacts
		1.5	Develop agreed definition of product requirements
2	**Develop alternative product and process designs**	2.1	Identify alternative resource requirements
		2.2	Identify alternative processes
		2.3	Determine the possible sustainability impacts of different combinations of resources and processes
		2.4	Test alternative product and process designs against original product requirement definitions
		2.5	Identify product requirements which may be causing significant sustainability impacts
		2.6	Renegotiate product requirements to lessen sustainability impacts
		2.7	Short-list preferred resources and processes
3	**Evaluate life cycle impacts**	3.1	Estimate life cycle sustainability impacts for each short-listed alternative
		3.2	Identify process steps with greatest sustainability impact
		3.3	Evaluate process steps for alternatives and modifications with lower impact
		3.4	Select alternative which best meets requirements and has the lowest sustainability impact
4	**Confirm design**	4.1	Develop selected design
		4.2	Confirm life cycle sustainability impacts
		4.3	Review design against product requirements
		4.4	Obtain required authorisations

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Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.	
	4.5	Document design in the required form
5 **Prepare for implementation**	5.1	Consult with key stakeholders
	5.2	Identify key measures for monitoring implementation of design
	5.3	Identify data sources required by key measures
	5.4	Organise for data to be captured and manipulated

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS015004 Design sustainable product or process.

Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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Assessment Requirements for MSS015023 Design sustainable product or process

Modification History

Release 1. Updated unit code. Changes to performance criteria. Range of conditions removed. Assessment requirements amended. Equivalent outcome.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- redesigned an existing, or designed a new, product or process for optimal sustainability outcomes.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- sustainability impacts from using different materials and different processes and to produce products of different specifications and life cycle outcomes
- alternative sources of materials and components and the sustainability differences of each
- alternative processes and the sustainability differences of each, including expression in terms of carbon equivalence
- product and process design
- new product parameters
- design documentation
- methods of monitoring of product development and manufacture.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions, contingencies, facilities, equipment and resources.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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MSS402001 Apply competitive systems and practices

Modification History

Release 1 - Supersedes and is equivalent to MSS402001A Apply competitive systems and practices

Application

This unit of competency covers the skills and knowledge required to implement basic improvement practices within an organisation using competitive systems and practices. The unit focuses on bringing together the basic concepts and the holistic application of these basic concepts and processes to operations. It would typically be carried out working as part of a team.

This unit applies to an individual in an organisation that has embarked on competitive systems and practices. The unit covers the skills and knowledge required to contribute to the competitive systems and practices processes and assumes that they are to be used within the scope of the individual's job and authority.

This unit requires the application of skills associated with planning and organising an individual's own role within the competitive systems and practices framework.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Competitive systems and practices

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the Performance criteria describe the performance needed to

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essential outcomes.		demonstrate achievement of the element.	
1	**Identify own place in the value chain**	1.1	Identify customers relevant to own work and their needs/requirements.
		1.2	Identify suppliers for own work.
		1.3	Identify value contributions along the chain.
		1.4	Identify and recommend methods of increasing own contribution to the value chain.
2	**Improve the product and process value**	2.1	Identify customer features/benefits in the product and process.
		2.2	Identify aspects of product and process which contribute to customer features/benefits.
		2.3	Identify aspects of product and process which do not contribute to customer benefits/features.
		2.4	Recommend methods of reducing waste and increasing features/benefits.
3	**Use competitive systems and practices**	3.1	Identify competitive systems and practices used in organisation and own work area.
		3.2	Apply practices appropriate for the job or process.
		3.3	Monitor the job/process and make adjustments to improve it in accordance with procedures.
		3.4	Identify own skill requirements and seek skill development, if required.

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Competitive systems and practices include one or more of:

- lean operations
- agile operations
- preventative and predictive maintenance approaches
- statistical process control systems, including six sigma and three sigma
- Just in Time (JIT), kanban and other pull-related operations control systems
- supply, value, and demand chain monitoring and analysis
- 5S
- continuous improvement (kaizen)
- breakthrough improvement (kaizen blitz)
- cause/effect diagrams
- overall equipment effectiveness (OEE)
- takt time
- process mapping
- problem solving
- run charts
- standard procedures
- current reality tree.

Customers include one or more of:

- internal or external customers and should be sufficiently close to the individual's work as to be easily identifiable
- final customers used as the basis for the identification of value and waste.

Suppliers include one or more of:

- internal suppliers
- external suppliers sufficiently close to the individual's work as to be easily identifiable.

Procedures (written, verbal, visual, computer based, etc.) include one or more of:

- work instructions
- standard operating procedures (SOPs)
- safe work method statements
- formulas/recipes
- batch sheets
- temporary instructions

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- any similar instructions provided for the smooth running of the plant.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS402001A Apply competitive systems and practices

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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Assessment Requirements for MSS402001 Apply competitive systems and practices

Modification History

Release 1 - Supersedes and is equivalent to MSS402001A Apply competitive systems and practices

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability to always apply competitive systems and practices to their own job to:

- identify own place in the value chain relevant to their job
- use competitive systems and practices tools and thinking
- recommend improvements in product and/or process.

Knowledge Evidence

Must provide evidence that demonstrates knowledge relevant to their job role sufficient to fulfil their job role under routine only supervision, including:

- customer requirements and their role in fulfilling them
- the value chain for products they make and their place in it
- identification of muda (waste) and its reduction.

Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence:
  - should occur over a range of situations which include typical disruptions to normal, smooth operation of the workplace
  - will typically include a supervisor/third-party report focussing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency
  - must include the application of competitive systems and practice in own workplace
  - will typically include the use of appropriate tools, equipment and safety gear requiring demonstration of preparation, operation, completion and responding to problems.
- Assessment should occur in operational workplace situations.

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- Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- 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.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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MSS402001A Apply competitive systems and practices

Modification History

New unit, superceding MSACMS200A Apply competitive manufacturing practices - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to implement basic improvement practices within an organisation using competitive systems and practices. The unit focuses on bringing together the basic concepts and the holistic application of these basic concepts and processes to operations. It would typically be carried out working as part of a team.

Application of the Unit

This unit applies to an individual in an organisation that has embarked on competitive systems and practices. The unit covers the skills and knowledge required to contribute to the competitive systems and practices processes and assumes that they are to be used within the scope of the individual's job and authority.

This unit requires the application of skills associated with planning and organising an individual's own role within the competitive systems and practices framework.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Identify own place in the value chain	1.1	Identify customers relevant to own work and their needs/requirements
		1.2	Identify suppliers for own work
		1.3	Identify value contributions along the chain
		1.4	Identify and recommend methods of increasing own contribution to the value chain
2	Improve the product and process value	2.1	Identify customer features/benefits in the product and process
		2.2	Identify aspects of product and process which contribute to customer features/benefits
		2.3	Identify aspects of product and process which do not contribute to customer benefits/features
		2.4	Recommend methods of reducing waste and increasing features/benefits
3	Use competitive systems and practices	3.1	Identify competitive systems and practices used in organisation and own work area
		3.2	Apply practices appropriate for the job or process
		3.3	Monitor the job/process and make adjustments to improve it in accordance with procedures
		3.4	Identify own skill requirements and seek skill development, if required

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating with others to clarify scope of competitive systems and practices implementation and contributing suggestions for improvement
- visualising normal operational procedures in terms of flow and contribution to customer outcomes
- planning own tasks to support competitive systems and practices implementation
- implementing competitive systems and practices in own work area according to instructions
- identifying waste (muda)

Required knowledge

Required knowledge includes:

- internal and external customers and the value they derive from operations
- suppliers, their capabilities and contribution to value (this may be obtained from an existing value stream map or other enterprise documentation)
- waste (muda)
- relevant competitive systems and practices for own job and how to apply them
- factors impacting on product, operations and waste, particularly those wholly or partially under their control (and how to control them)

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	A person being assessed against this unit will work effectively in a competitive systems and practices environment, making continual positive contributions to the improvement of the business within the scope of their job.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • identify the scope of competitive systems and

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	practices implemented in their work area • identify services and/or functions supplied by suppliers and to customers • identify own tasks and responsibilities and relate them to organisation and customer requirements • identify aspects of products and process which add to or detract from customer benefit • contribute suggestions for improvement.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads, and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.

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Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

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.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control And Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted

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	so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Customers	Customers may include: • internal or external customers and should be sufficiently close to the individual's work as to be easily identifiable • final customers used as the basis for the identification of value and waste The individual does not need to interface directly with the external customer, but should be provided with sufficient information to enable them to identify customer benefits and customer features
Suppliers	Suppliers may be: • internal or external suppliers and should be sufficiently close to the individual's work as to be easily identifiable The operator does not need to interface directly with external suppliers, but should be provided with sufficient information to enable them to identify supplier contribution to their own work and to customer benefit
Procedures	Procedures may include: • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the organisation • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) and government regulations Procedures may be: • written, verbal, computer-based or in some other format

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Unit Sector(s)

Unit sector	Competitive systems and practices

Custom Content Section

Not applicable.

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MSS402050 Monitor process capability

Modification History

Release 1. Supersedes and is equivalent to MSS402050A Monitor process capability

Application

This unit of competency covers the skills and knowledge required for gathering of data and the interpretation of simple information to determine the compliance of the process and the taking of action as defined by the procedures where the information reveals the process is out of control parameters.

This unit applies to an individual in an organisation adopting specific competitive systems and practices, usually either six sigma or statistical process control/three sigma, as a means of determining and improving the capability of their process to customer requirements. The individual is involved in collecting specified data and performing specified manipulations to the data (typically by plotting on a chart or by entering into a nominated computer program). The information is typically presented to team members in terms of graphs/charts which they are expected to interpret at a basic level and then take action in accordance with procedures to restore the process to being under control parameters.

This unit requires the application of skills associated with entering and monitoring operational data and information and requires initiative, enterprise and problem solving in identifying production variations and making improvement recommendations.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Competitive systems and practices

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Collect and process data**	1.1	Take specified measurements/readings/observations, as required.
		1.2	Enter data in log, computer or other record.
		1.3	Manipulate and/or chart data as required by procedures.
2	**Identify variations that are not random and take action**	2.1	Examine chart and/or reliability information.
		2.2	Distinguish between random variations and those with an identifiable cause.
		2.3	Take action specified in procedures when a variation with an identifiable cause occurs.
3	**Assist in process improvement**	3.1	Collect data for process capability improvement trials.
		3.2	Make recommendations for improvement.
		3.3	Implement revised capability monitoring procedures.

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Competitive systems	• lean operations

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and practices include one or more of:	• agile operations • preventative and predictive maintenance approaches • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree.
Procedures (written, verbal, visual, computer based, etc.) include one or any combination of:	• work instructions • standard operating procedures (SOPs) • safe work method statements • formulas/recipes • batch sheets • temporary instructions • any similar instructions provided for the smooth running of the plant.
Process capability includes one or more of:	• the capability of the process to deliver to customer defined requirements • process stability against standardised practices and documentation to eliminate variation against customer requirements • statistical capability to deliver product within a specified range • a statistical technique to determine the range within which a product might be expected to fall.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS402050A Monitor process capability

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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Assessment Requirements for MSS402050 Monitor process capability

Modification History

Release 1. Supersedes and is equivalent to MSS402050A Monitor process capability

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability to assist in one (1) or more process improvements and to routinely:

- collect and process data
- identify non-random variations and take the action specified in the procedures
- make recommendations for improvements.

Knowledge Evidence

Must provide evidence that demonstrates knowledge relevant to their job role sufficient to fulfil their job role under routine only supervision, including:

- defects and defective product
- variation and the related statistical distribution
- control charting (or similar) methods
- analysis of information to identify trends or other non-random results
- determination of identifiable causes from variation information
- process capability determination from variation data.

Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence:
  - should occur over a range of situations which include typical disruptions to normal, smooth operation of the workplace
  - will typically include a supervisor/third-party report focussing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency
  - must include routine collection of data and identification of non-random variation in own workplace
  - must include participation in a process capability improvement project

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  - will typically include the use of appropriate statistical tools, aids and apps.
- Assessment should occur in operational workplace situations.
- Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- 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.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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MSS402051A Apply quality standards

Modification History

New unit, superseding MSACMT251A Apply quality standards - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to apply quality standards to work operations in an organisation. The unit is designed to complement competitive systems and practices units.

Application of the Unit

This unit applies to an individual who is expected to take responsibility for the quality of their own work, and to take actions specified in the procedures and within the scope of their job and authority to ensure that quality standards are met.

This unit requires the application of skills associated with interpreting and applying workplace standards and identifying and addressing problems that interfere with quality outcomes. The unit requires initiative, enterprise and self-management to ensure quality standards are achieved.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Assess own work	1.1	Continuously check completed work against workplace standards relevant to the operation being undertaken
		1.2	Demonstrate an understanding of how the work activities and completed work relate to the next production process or processes and to the final products or services concerned
		1.3	Identify and isolate faulty components, products or processes
		1.4	Record and/or report faults and any identified causes to the supervisor concerned, where required, in accordance with workplace procedures
2	Assess quality of received components, parts or materials	2.1	Continuously check received components, parts, materials, information, service or final products against workplace standards and specifications for conformance
		2.2	Demonstrate an understanding of how the received components, parts or materials, information or service relate to the current operation and how they contribute to the final quality of the product or service
		2.3	Identify and isolate faulty components, parts, materials or information that relate to the operator's work
		2.4	Record and/or report faults and any identified causes in accordance with workplace procedures
		2.5	Identify causes of any identified faults and take corrective action as specified in workplace procedures
3	Measure components, parts or materials	3.1	Measure materials, component parts, information, service or products, as required, using the appropriate measuring instruments in accordance with workplace procedures

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4	Record information on production indicator	4.1	Record basic information on quality and other indicators of process performance in accordance with workplace procedures
5	Investigate causes of quality deviations	5.1	Investigate and report causes of deviations from specified quality standards for components
		5.2	Recommend suitable preventative action based on workplace quality standards and the identified causes of deviations from specified quality standards of materials

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- interpreting work instructions, specifications, standards and patterns appropriate to own work
- carrying out relevant visual inspections of materials, component parts and final products
- carrying out relevant physical/chemical measurements or tests
- maintaining accurate work records in accordance with procedures
- carrying out work in accordance with occupational health and safety (OHS) policies and procedures
- meeting work specifications
- communicating effectively within defined workplace procedures
- interpreting and applying defined procedures

Required knowledge

Required knowledge includes:

- relevant quality standards, policies and procedures
- relevant production processes, materials and products
- basic characteristics of materials used in the relevant production processes
- safety and environmental aspects of relevant production processes
- relevant measurement techniques and quality checking procedures
- workplace procedures
- reporting procedures

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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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • interpret, relevant work instructions, standards and specifications appropriate to own work • check and measure relevant quality parameters • interpret results of quality checks in terms of specifications, patterns and work standards • take required action where standards of materials, component parts, final product or work processes are found to be unacceptable • maintain accurate records.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of

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	contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

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.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis

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	• 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Quality parameters	Quality parameters may include: • finish • size • durability • product or process variations • materials • alignment • colour • damage and imperfections • time
Quality checks	Quality checks are against set parameters for the process or product. Examples include: • visual inspection • physical measurements • chemical tests • checks against patterns, templates and guides • processing time
Materials	Materials may include: • physical raw materials • orders, forms and other documentation • services required for undertaking an operation (e.g. power, water, compressed air and fuel)

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Measure	Measure includes: • those measurements which may be taken by the employee in the workplace/at their work station
Procedures	Procedures may include: • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the operation of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations Procedures may be: • written, verbal, computer-based or in some other format
Indicators of production performance	Indicators of production performance may include: • number of items/production rate • delays and causes of delays (where known) • other information as specified in the procedures
Data entry/recording	Data entry/recording may include: • keyboard • written (including ticks or signs) • verbal
Sources of information/ documents	Sources of information/documents may include: • quality and Australian standards and procedures • work instructions, patterns, designs and recipes • organisation work procedures • manufacturer instructions for materials and equipment • organisational or external personnel • customer requirements
Investigate and report	Investigate and report includes: • following set procedures defined for such investigations Set procedures may include: • verbal instructions

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	• documented procedures • other quality procedures as implemented within an organisation or work environment

Workplace context	Workplace context includes:
	• work organisation procedures and practices relating to the manufacture and quality outcomes for products
	• conditions of service, legislation and industrial agreements, including:
	  • workplace agreements and awards
	  • federal or state/territory legislation
	  • standard work practice

Reporting/communication	Reporting/communication may include: • verbal and written communication in accordance with organisational policies and procedures • oral, written or visual communication and may include simple data
Being responsible for the maintenance of own work quality	Being responsible for the maintenance of own work quality may include: • contributing to the quality improvement of team or section output, where necessary, in accordance with workplace procedures • following safety, environmental, housekeeping and quality procedures as specified by materials/machine/equipment manufacturers, regulatory authorities and the organisation
Applicable regulations and legislation	Applicable regulations and legislation may include: • OHS legislation relevant to workplace activities • workers compensation legislation

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS402082 Apply cost factors to work practices

Modification History

Release 1. Updated unit code. Changes to performance criteria. Range of conditions removed. Assessment requirements amended. Equivalent outcome.

Application

This unit describes the skills and knowledge to identify cost components in work practices and determine, in general terms, the cost impacts of alternative actions.

The unit applies to assessing the relative costs of the alternatives and using this as one of the key factors in making decisions. Decisions are made within the scope of the employee's authority and according to procedures. Typical decisions include those that contribute to the efficient organisation of own work and the improvement of production time and cycle times.

Employees are required to use problem solving to identify cost factors and cost implications of own work and self-management to apply cost-effective practices.

This unit applies to an individual who is required to contribute to, and be involved in, the assessment of cost factors in their work. This may be done individually or in a team environment.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

Pre-requisite Unit

Nil

Competency Field

Competitive systems and practices

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
1	**Identify the major cost**	1.1 Identify cost components in the product or process in own work area

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Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.
	components of product or process in own work area	1.2 Recognise the impact of current or alternative actions on costs
2	**Identify constraints to cost-efficiency**	2.1 Identify required production or process rate and major costs 2.2 Identify costs factors under individual or team control 2.3 Relate identified costs factors to impact on overall cost of production or process 2.4 Identify cost factors that are a constraint to cost-efficiency in own work area
3	**Apply cost-efficient work practices**	3.1 Identify and explain to relevant people the implications of actions and changes to improve cost-efficiency in simple financial terms 3.2 Identify non-financial implications of proposed changes in discussion with relevant people 3.3 Select actions which minimise overall costs 3.4 Monitor actions to ensure cost-efficiency in own work area is maintained

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS402030 Apply cost factors to work practices.

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Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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Assessment Requirements for MSS402082 Apply cost factors to work practices

Modification History

Release 1. Updated unit code. Changes to performance criteria. Range of conditions removed. Assessment requirements amended. Equivalent outcome.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- identified cost factors and cost implications of at least 1 product or process in own work and applied cost-effective practices.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- concepts of expense, income and capital
- relative impact of fixed and variable cost components relevant to own work, including:
  - power and energy
  - materials, plant and equipment
  - production or process time, including impact of salary and wages
  - office expenses
  - government taxes and charges
- financial and non-financial impacts of cost reductions
- the difference between internally and externally controlled costs
- difference between overhead, labour and consumables.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions, contingencies, facilities, equipment and resources.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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MSS402083 Use planning software systems in operations

Modification History

Release 1. Updated unit code. Changes to performance criteria. Range of conditions removed. Assessment requirements amended. Equivalent outcome.

Application

This unit describes the skills and knowledge to access planning software (often known as Enterprise Resource Planning (ERP), Materials Resource Planning (MRP and MRPII), and often by a proprietary name, to make routine business decisions required of the person as a regular part of their job.

This unit applies to an individual in an organisation using a planning software system and who must interface with that system. The unit applies to both accessing information from the planning software system and using it as an aid to decision making. This unit requires the application of communication, planning, and problem solving associated with using planning software in own work.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

Pre-requisite Unit

Nil

Competency Field

Competitive systems and practices

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Use interface**	1.1	Identify terminals relevant to own workstation and functions
		1.2	Use peripherals to access system

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Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
		1.3	Navigate through system and screens to find program menu and data relevant to own work
		1.4	Identify and input information on own work processes at required frequency and to required detail
		1.5	Access message section and read and acknowledge messages
		1.6	Identify problems and make suggestions for improvements to relevance of planning software to own work
2	**Access information**	2.1	Identify work processes that require information from planning software system
		2.2	Obtain data and information on current operations from the planning software system
		2.3	Identify the status of items in the value stream
		2.4	Access and read historical data and information
		2.5	Read and interpret information and identify and prioritise actions required in response to information
3	**Take action in accordance with procedures**	3.1	Take action in response to information obtained from planning software
		3.2	Follow up to ensure anticipated results have occurred
		3.3	Record adjustments and variations
		3.4	Identify any learning needs to use planning software and seek support

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS402060 Use planning software systems in operations.

Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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Assessment Requirements for MSS402083 Use planning software systems in operations

Modification History

Release 1. Updated unit code. Changes to performance criteria. Range of conditions removed. Assessment requirements amended. Equivalent outcome.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit and:

- used planning software systems for at least 3 different purposes, utilising outcomes to aid decision making.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- planning software system and operation, including:
  - terminal locations and types
  - security and access arrangements
  - information held in planning software relevant to own work
  - data collection methods for operations in work area
  - assistance arrangements for users of planning software
  - business activities exercised with the planning software system
- procedures for recommending improvements
- data and information sources.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of facilities, equipment and resources, including:
  - planning software systems.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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MSS403001 Review competitive systems and practices

Modification History

Release 1. Supersedes and is equivalent to MSS403001A Implement competitive systems and practices

Application

This unit of competency covers the skills and knowledge required by an individual to review competitive systems and practices in their own work in a way that integrates with others in the team or work area who are also implementing competitive systems and practices. The unit focuses on the holistic application of competitive systems and practices to achieve improved performance in own work and in activities with others in the team or work area that contribute to improving customer benefit. Depending on the operations or processes in the team or work area the unit may also include interaction with other teams and work areas.

The unit is suitable for individuals who have formal responsibility for the work of others, such as team leaders. It is also suitable for individuals, such as technicians and tradespeople, who must integrate the application of their technical skills with the implementation of competitive systems and practices in an organisation.

The unit applies to the areas of cost, quality, delivery, safety/environment, and employee capability, including continuous reviewing of performance against these five areas in liaison with other relevant people. Improvement initiatives in these five areas are usually developed and implemented with the support of technical support staff. Whereas other units may emphasise the competence to use one or more competitive practices, this unit emphasises the ability to advance on all five key areas over a moderate time period.

This unit requires the application of skills associated with problem solving and initiative and enterprise in order to identify opportunities to make improvements and maximise performance. Communication, the ability to work in a team and planning and organising skills are required to implement improvements and address any conflicts that arise. This unit also requires an ability to identify appropriate technology, and to consider and integrate feedback on how personal performance can be improved.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

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Competency Field

Competitive systems and practices

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Contribute to the improvement of the operations system in team or work area**	1.1	Identify key performance indicators (KPIs) for area of operations.
		1.2	Review competitive systems and practices to improve health, safety and environment (HSE) performance of self and others.
		1.3	Review competitive systems and practices to maximise quality consistency.
		1.4	Review competitive systems and practices and identify any skill and training issues that need to be addressed to improve capability of self and others.
		1.5	Review competitive systems and practices to maximise customer benefit/cost ratio.
		1.6	Review competitive systems and practices to reduce lead time to delivery within the scope of authority and responsibility.
		1.7	Work with relevant stakeholders to resolve conflicts which arise from implementation of competitive systems and practices.
		1.8	Select improvements which will deliver the greatest overall benefit for the resources required/available without reducing current performance on individual factors.
2	**Implement improvements**	2.1	Implement the chosen improvement/s.
		2.2	Check the selected improvements improve the system as

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a whole and do not result in unintended consequences.

2.3 Monitor implementation and make adjustments, as required.

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Competitive systems and practices include one or more of:	• lean operations • agile operations • preventative and predictive maintenance approaches • statistical process control systems, including six sigma and three sigma • JIT, kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree.
Customer includes one or more of:	• internal customers • external customers

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	• final customer.
Supplier includes one or more of:	• internal supplier • external supplier • ultimate source of inputs (e.g. raw materials) to the process.
Muda (waste) includes all of:	• any activity which does not contribute to customer perceived benefit/features • excess production and early production • delays • movement and transport • poor process design • inventory • inefficient performance of a process • making defective items • other activities which do not yield any benefit to the organisation or any benefit to the organisations customers.
Operations includes all of:	• process • plant and equipment • procedures and practices • skills and work organisation of the workforce • other components which make up the productive organisation.
Implement improvements within one or more of:	• own job role • processes and operations in the work area or team.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS403001A Implement competitive systems and practices

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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Assessment Requirements for MSS403001 Review competitive systems and practices

Modification History

Release 1. Supersedes and is equivalent to MSS403001A Implement competitive systems and practices

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability to contribute to and implement improvements on one (1) or more occasions and to improve performance in:

- cost
- quality
- delivery
- safety/environment
- employee capability.

Knowledge Evidence

Must provide evidence that demonstrates knowledge relevant to their job role sufficient to fulfil their job role independently, including:

- techniques for monitoring cost, quality, delivery, safety/ environment and employee capability
- muda (waste)
- kaizen (continuous improvement)
- key performance indicators (KPIs), their use and problems
- cost components of products (goods or services)
- techniques for identifying and improving employee capability.

Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence is best done from a report and/or folio of evidence drawn from:
  - a single project which provides sufficient evidence of the requirements of all the elements and performance criteria
  - multiple smaller projects which together provide sufficient evidence of the requirements of all the elements and performance criteria.
- A third-party report, or similar, may be needed to testify to the work done by the individual, particularly when the project has been done as part of a project team.

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- Assessment should use a real project in an operational workplace.
- Knowledge evidence may be collected concurrently with performance evidence or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- 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.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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MSS403010 Facilitate change in an organisation implementing competitive systems and practices

Modification History

Release 1. Supersedes and is equivalent to MSS403010A Facilitate change in an organisation implementing competitive systems and practices

Application

This unit of competency covers the skills and knowledge required by individuals responsible for facilitating change processes in an organisation implementing competitive operational practices.

This unit applies to individuals who facilitate the change process resulting from implementing one or more competitive systems or practices. This implementation may also be associated with other changes, such as the introduction of new products, processes or equipment. The unit will usually apply to individuals whose responsibility is at the team, area or section level rather than the whole organisation. The responsibility may be formally designated or be informal, as in mentoring and assisting fellow employees.

This unit assumes that consultation and agreement on the implementation of the competitive systems and practices and other associated changes has already occurred and the nature and extent of the change has been agreed.

This unit does not cover the negotiation of change in a formal industrial relations sense but does cover the skills needed to identify real or potential change implementation issues, including those that may need to be referred to formal consultation and/or dispute settlement procedures.

This unit has a strong emphasis on planning, encouraging and facilitating in a changing environment within the organisation, including using appropriate communication, teamwork, problem solving, initiative and self-management.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

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Competency Field

Competitive systems and practices

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Define nature and impact of change for designated area and processes**	1.1	Identify the organisation's aims and objectives for the competitive systems and practices techniques related to the change process.
		1.2	Identify opportunities for implementation of change within work area.
		1.3	Determine impacts of change for work area, including potential benefits and impacts on own work and work of fellow employees.
2	**Identify key performance indicators (KPIs)**	2.1	Liaise, where required, with managers, engineers and other staff responsible for designing and/or implementing change.
		2.2	Identify KPIs for own work responsibility and that of the work area.
		2.3	Communicate KPIs to fellow employees.
		2.4	Check that data collection and processing are appropriate for KPIs.
		2.5	Raise and resolve issues related to KPIs with relevant personnel.
3	**Liaise with key stakeholders**	3.1	Identify key stakeholders impacted by the change.
		3.2	Communicate with key stakeholders within scope of authority.

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		3.3	Identify and address issues and concerns of each stakeholder if within scope of authority.
		3.4	Develop and/or locate information required to address key concerns.
		3.5	Refer issues and concerns outside of scope of authority to appropriate personnel.
4	**Develop a strategy to help implement change**	4.1	Identify or develop a work plan for implementing change.
		4.2	Make information required to support change available to team members.
		4.3	Communicate/circulate draft work plan to other employees in work area, supervisors, technical experts and other appropriate personnel for comment.
		4.4	Assess suggested changes and incorporate into work plan, where appropriate.
5	**Implement change**	5.1	Obtain authorisation to commence change implementation in accordance with organisation procedures.
		5.2	Implement change in accordance with work plan and organisational work health and safety (WHS) and consultation procedures.
6	**Monitor implementation of change**	6.1	Maintain open communication channels with all stakeholders during implementation.
		6.2	Monitor KPIs during implementation.
		6.3	Encourage and facilitate improvement suggestions of team members.
		6.4	Identify areas requiring improvement in change implementation.
		6.5	Make improvements to implementation according to organisation procedures.

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Competitive systems and practices include one or more of:	• lean operations • agile operations • preventative and predictive maintenance approaches • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree.
Work plan for change includes one or more of:	• timetables • KPIs • training needs • WHS implications • contingency plans

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	• responsibilities with team members and senior managers, engineers and other staff responsible for designing and/or implementing change.
Issues and concerns include one or more of:	• individual and group concerns • those expressed by and through industrial processes.
Gathering and monitoring performance data includes one or more of:	• manually by individual employees through charts, tally sheets or keypad/board entry • automatically through software, such as SCADA software, ERP systems, MRP and proprietary systems.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS403010A Facilitate change in an organisation implementing competitive systems and practices

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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Assessment Requirements for MSS403010 Facilitate change in an organisation implementing competitive systems and practices

Modification History

Release 1. Supersedes and is equivalent to MSS403010A Facilitate change in an organisation implementing competitive systems and practices

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability, for one (1) or more changes, to:

- identify competitive systems and practices in own workplace
- identify changes to own work and work area flowing from implementation of relevant competitive systems and practices
- consult with stakeholders regarding changes and issues
- develop a strategy to implement required changes
- make suggestions for improvements.

Knowledge Evidence

Must provide evidence that demonstrates knowledge relevant to their job role sufficient to fulfil their job role independently, including:

- features of competitive operational practices in own work area
- health, safety and environment (HSE) principles and requirements for area of responsibility
- change implementation procedures
- planning and implementation strategies
- employee assistance mechanisms within organisation.

Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence:
  - should occur over a range of situations which include typical disruptions to normal, smooth operation of the workplace
  - will typically include a supervisor/third-party report focussing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency

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  - must include facilitating change in relation to the implementation of competitive operational practices in own work area
  - will typically include the use of appropriate tools, equipment and safety gear requiring demonstration of preparation, operation, completion and responding to problems.
- Assessment should occur in operational workplace situations.
- Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- 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.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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MSS403032 Analyse manual handling processes

Modification History

Release 1. Supersedes and is equivalent to MSS403032A Analyse manual handling processes

Application

This unit of competency covers the skills and knowledge required to analyse manual handling in terms of its efficiency and safety.

This unit applies to an individual who is required to examine the manual handling component of a job and improve it in terms of safety, effort required and efficiency. This may be conducted for a job performed by others or it may be for the person's own job.

This unit primarily requires the application of skills associated with problem solving, initiative and enterprise to identify safe and efficient manual handling, and planning and organising to ensure processes are implemented. This unit also requires communication with, and involvement of, others to ensure they understand the approach and to facilitate training.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Competitive systems and practices

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Assess manual**	1.1	Identify manual handling hazards in work area.

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	handling risks	1.2	Assess risks arising from manual handling hazards.
2	**Analyse physical effort requirements of job**	2.1	Determine basic manual handling requirements of job.
		2.2	Analyse requirements in terms of components, such as lift, move, place and hold.
		2.3	Analyse items to be handled in terms such as weight, size, shape or other hazards.
3	**Determine time/effort components of physical effort**	3.1	Break required movement pattern down into movement components.
		3.2	Determine time and effort requirements for movements.
		3.3	Develop alternative movement patterns.
		3.4	Determine time and effort requirements for alternative movements.
		3.5	Determine handling aids required to assist movement.
		3.6	Determine preferred movement pattern.
4	**Analyse the ergonomics of physical effort**	4.1	Analyse the ergonomics of the preferred movement pattern.
		4.2	Develop substitute movements for any movement which is not ergonomically sound.
		4.3	Determine handling aids required to improve ergonomics of required movements.
5	**Optimise application of physical effort**	5.1	Select movement patterns which are ergonomically sound and time and effort efficient.
		5.2	Ensure all relevant people are trained to use these methods.
		5.3	Ensure procedures and practices reflect the optimum methods.

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5.4 Communicate with team members and involve them in development of alternatives to ensure awareness and facilitate learning.

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Competitive systems and practices include one or more of:	• lean operations • agile operations • preventative and predictive maintenance approaches • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree.
Procedures (written,	• work instructions

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verbal, visual, computer based, etc.) include one or more of:	• standard operating procedures (SOPs) • safe work method statements • formulas/recipes • batch sheets • temporary instructions • any similar instructions provided for the smooth running of the plant.
Manual handling hazards include one or more of	• loads that pose a risk of injury • ergonomically unsound movements • hazard requirements as defined by relevant work health and safety (WHS) Acts and regulations, industry standards and best practice.
Ergonomically unsound movements include one or more of	• awkward and repetitive movements • carrying, pushing, pulling or lifting of heavy loads • carrying or movement of hard, sharp, slippery or other difficult to grasp loads.
Ergonomically sound movements include one or more of	• keeping loads close to the body and near the person's centre of gravity • using diagonal foot positions for lifting • moving loads at waist height rather than directly from the floor.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS403032A Analyse manual handling processes

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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Assessment Requirements for MSS403032 Analyse manual handling processes

Modification History

Release 1. Supersedes and is equivalent to MSS403032A Analyse manual handling processes

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability, for at least (1) one job/process, to:

- analyse manual handling requirements and risks
- distinguish between ergonomically sound and unsound movement
- analyse manual handling movements and risks for an individual
- relate manual handling requirements to job efficiency.

Knowledge Evidence

- Must provide evidence that demonstrates knowledge relevant to their job role sufficient to fulfil their job role independently, including:
- principles of ergonomics/safe movement
- principles of work analysis
- relevant work health and safety (WHS) Acts and regulations as they apply to manual handling
- principles of job and work method design as applied to efficient and safe movement
- aids that can assist with or substitute for manual handling.

Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence:
  - should occur over a range of situations which include typical disruptions to normal, smooth operation of the workplace
  - will typically include a supervisor/third-party report focussing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency
  - must include analysing manual handling processes in own workplace

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  - will typically include the use of appropriate manual handling guides, tools, equipment and safety gear requiring demonstration of preparation, operation, completion and responding to problems.
- Assessment should occur in operational workplace situations.
- Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- 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.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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MSS403087 Mistake proof an operational process

Modification History

Release 1. Updated unit code. Changes to elements and performance criteria. Range of conditions removed. Assessment requirements amended. Equivalent outcome.

Application

This unit describes the skills and knowledge to analyse a process that a team is responsible for and determine methods of mistake proofing it. This includes determining, implementing and sustaining improvement activities.

The person will typically be a technical expert, team leader or be in a role where they have sufficient technical understanding of processes in their own work and that of others to be able to mistake proof the production process in their area.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

Pre-requisite Unit

Nil

Competency Field

Competitive systems and practices

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Analyse process**	1.1	Identify sources of variability and non-conformance in the process
		1.2	Identify critical control points in process
		1.3	Analyse causes of variability and non-conformance

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Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
2	**Develop preventative options**	2.1	Liaise with team members and other people to develop mistake proof options for performing operation
		2.2	Test and validate mistake proofing options
3	**Implement permanent fix**	3.1	Liaise with relevant people to have systems and procedures changed to implement solution
		3.2	Liaise with relevant people to implement the solution
		3.3	Liaise with relevant people to ensure self and others in the team or work area have appropriate skills
		3.4	Follow through to ensure implementation occurs
4	**Monitor implementation**	4.1	Critically observe the implementation
		4.2	Compare the results of the implementation against the expected outcomes
		4.3	Modify solution to improve outcomes
		4.4	Confirm procedures reflect change
		4.5	Confirm training and assessment reflects change
		4.6	Audit change at agreed period or cycle
		4.7	Address any observed deviation
5	**Seek improvements**	5.1	Observe and monitor changes
		5.2	Analyse process again to ensure improvements are sustained

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS403051 Mistake proof an operational process.

Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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Assessment Requirements for MSS403087 Mistake proof an operational process

Modification History

Release 1. Updated unit code. Changes to elements and performance criteria. Range of conditions removed. Assessment requirements amended. Equivalent outcome.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- mistake proofed (applied baka yoke or poka yoke) to at least 1 operational process.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- baka yoke and poka yoke approaches
- factors causing variability in the process and methods of controlling it
- error causes and control options
- cost benefit analysis, feasibility, regulatory compliance and perceived value to the customer
- validation of baka yoke and poka yoke proposals.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions, contingencies, facilities, equipment and resources.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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MSS404052 Apply statistics to operational processes

Modification History

Release 1. Supersedes and is equivalent to MSS404052A Apply statistics to operational processes

Application

This unit covers the ability to gather and analyse process data to support the control of processes and operations. It includes interpretation of sampling procedures, frequency distributions, random and non-random variations in data/control charts; use of control limits to determine whether or not monitored processes are in control; and communicating this information to others.

This unit applies to a person working in an organisation applying statistical process control on processes or operations. The statistical process control will usually be used to monitor the processes or operations and determine when action needs to be taken. The appropriate action will then be taken in accordance with standard procedures.

This unit primarily requires the application of skills associated with gathering and analysing data and communicating statistical information to others. This unit also has a strong emphasis on problem solving, initiative and enterprise, planning and organising, and self-management to solve problems and manage processes.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Competitive systems and practices

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Collect process data**	1.1	Interpret sampling scheme.
		1.2	Obtain measurements in accordance with standard sampling procedures.
		1.3	Handle data in accordance with procedures.
2	**Interpret data**	2.1	Plot data on appropriate control chart.
		2.2	Distinguish between random and non-random patterns of results.
		2.3	Identify results outside the control limits.
		2.4	Recognise situations requiring action.
		2.5	Take action in accordance with procedures.
		2.6	Determine cost of non-conformance.
3	**Calculate control limits**	3.1	Consult relevant stakeholders to determine appropriate limits.
		3.2	Use relevant methods to calculate/revise control limits.
		3.3	Plot limits on control chart and complete other records in accordance with procedures.
		3.4	Explain impact of limit to relevant stakeholders.

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Competitive systems and practices include one or more of:

- lean operations
- agile operations
- preventative and predictive maintenance approaches
- statistical process control systems, including six sigma and three sigma
- Just in Time (JIT), kanban and other pull-related operations control systems
- supply, value, and demand chain monitoring and analysis
- 5S
- continuous improvement (kaizen)
- breakthrough improvement (kaizen blitz)
- cause/effect diagrams
- overall equipment effectiveness (OEE)
- takt time
- process mapping
- problem solving
- run charts
- standard procedures
- current reality tree.

Sampling schemes include one or more of:

- sampling for attributes or sampling for variables
- batch, continuous or custom made products
- type of sample
- size of sample
- number of items/samples
- number/type of measurements to be done on each sample
- timing of sampling
- location of sampling points
- sampling equipment
- measurement/testing equipment/methods.

Checking, analysing and storing data includes one or more of:

- calculating means, ranges, mean of means and standard deviations (using appropriate calculation aids)
- entering data into a software package
- recording data either in writing or electronically

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	• other required manipulations of the data.
Control charts include one or more of:	• run • tally • mean/range • attributes • other relevant charts.
Variations include all of:	• random variations for which no cause can be found • non-random variations for which a cause can be found and so the cause of the variation eliminated (also called identifiable cause, assignable cause or special cause) • non-random variations used to predict possible breaches of the control limits.
Limits include one or more of:	• control limits (also referred to as process capability) within which the process will operate if it is 'under control' • appropriate limits: 1 sigma warning limits, 2 sigma warning limits, 3 sigma control limits, and 6 sigma limits.
Costs of non-conformance include one or more of:	• reprocessing/rework • expediting • unplanned service • excess inventory • complaint handline • downtime • returns • scrap • labour costs • material costs • infrastructure costs/overhead • utility costs.
Procedures (written, verbal, visual, computer based, etc.) include one or any combination of:	• work instructions • standard operating procedures (SOPs) • safe work method statements • formulas/recipes • batch sheets • temporary instructions • any similar instructions provided for the smooth running of

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the process.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS404052A Apply statistics to operational processes

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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Assessment Requirements for MSS404052 Apply statistics to operational processes

Modification History

Release 1. Supersedes and is equivalent to MSS404052A Apply statistics to operational processes

Performance Evidence

Evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria under the specified conditions of assessment and must include on two (2) or more occasions:

- gathering, analysing and interpreting process data to support the control of processes and operations
- applying specified sampling procedures
- investigating the causes of variation in a process
- communicating with other employees to obtain samples/data and to explain results and limits
- calculating and plotting data and control limits
- completing other required documentation.

Knowledge Evidence

Must provide evidence that demonstrates knowledge relevant to their job role sufficient to fulfil their job role independently, including:

- purpose of sampling and measurement
- sampling methods to be used
- methods of calculating means, standard deviations and the like and their purpose in statistical control
- concept of limits, including 1, 2, 3 and 6 sigma limits
- types of control charts and their applications to different types of process/product and for different purposes
- process causes of variation and typical cause types of non-random variation
- non-process (e.g. measurement) causes of variation
- recognition of stable and unstable processes
- causes of stability/instability in the process
- calculation of control limits/process capability and the applications of different control limits
- the standard distribution curve and confidence limits.

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Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence:
  - should occur over a range of situations which include typical disruptions to normal, smooth operation of the workplace
  - will typically include a supervisor/third-party report focussing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency
  - must include the application of statistics to an operational process in own workplace
  - will typically include the use of appropriate tools, equipment and safety gear requiring demonstration of preparation, operation, completion and responding to problems.
- Assessment should occur in operational workplace situations.
- Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- 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.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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MSS404060 Facilitate the use of planning software systems in a work area or team

Modification History

Release 1. Supersedes and is equivalent to MSS404060A Facilitate the use of planning software systems in a work area or team

Application

This unit of competency covers the skills and knowledge required to facilitate the use of planning software in an organisation in an individual's work area or team. These systems are known by various generic names, such as Enterprise Resource Planning (ERP), Materials Resource Planning (MRPII, MRP III etc.) or by proprietary names.

This unit applies to an individual who will access the planning software system for their own work, but will also need to provide support and organise skill development programs for their team or work group members. The individual will typically be a technical expert, team leader or be in a role where they have sufficient technical understanding of processes in their own work and that of others to be able to facilitate the use of the planning software system. The planning software system will be used routinely in the work of the team or work group.

This unit primarily requires the application of skills associated with using communication technology and supporting team use of planning software. Problem solving, initiative and enterprise, and planning and organisational skills are required to ensure that planning software is used efficiently. This requires aspects of learning and self-management to ensure own performance and that of the team.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Competitive systems and practices

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Identify scope of planning software**	1.1	Identify categories of information held by planning software.
		1.2	Identify information categories relevant to team and area processes.
		1.3	Identify range of information able to be provided to planning software by team or work group.
		1.4	Identify range of information able to be provided to team or work group by planning software.
2	**Communicate using the planning software system**	2.1	Send and receive information using planning software.
		2.2	Send and receive messages using planning software.
3	**Make decisions using planning software**	3.1	Interrogate the planning software system to find required current, historical or predicted information.
		3.2	Take actions appropriate to the information in accordance with procedures.
4	**Monitor the use of planning software**	4.1	Routinely monitor planning software information.
		4.2	Review performance and use of planning software with team.
5	**Support others to use planning software**	5.1	Regularly communicate with team or other work group members, both using planning software and face to face.
		5.2	Identify improvements required.
		5.3	Take action to implement improvements in accordance with procedures.

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Competitive systems and practices include one or more of:	• lean operations • agile operations • preventative and predictive maintenance approaches • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree.
Planning software integrates a range of business information including one or	• sales/order taking • finance/accounting • logistics • maintenance • human resources

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more of:	• production.
Information and message categories include one or more of:	• orders • production/operations processes • scheduling (e.g. daily/weekly) • finance and accounting • human resources (e.g. rosters, reserves, training completed and scheduled) • quality requirements • customers • suppliers.
Stages where value stream actions occur include one or more of:	• sales outlet/representative • information gathering, data analysis and research • product design • raw material sourcing • intermediate processing • final assembler/collation/preparation • support services (e.g. accounting, finance and legal) • storage and delivery to customer • after market support.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS404060A Facilitate the use of planning software systems in a work area or team

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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Assessment Requirements for MSS404060 Facilitate the use of planning software systems in a work area or team

Modification History

Release 1. Supersedes and is equivalent to MSS404060A Facilitate the use of planning software systems in a work area or team

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability, to facilitate and/or provide support on three (3) or more occasions, to:

- identify team or work group area information requirements and relate to planning software categories
- lead and motivate others in using planning software
- ensure information sent to planning software is accurate and appropriate
- obtain regular and one-off information from planning software
- make decisions using planning software generated information.

Knowledge Evidence

Must provide evidence that demonstrates knowledge relevant to their job role sufficient to fulfil their job role independently, including:

- hierarchy of planning software system and operation
- information available from/through the planning software system
- query facilities and information analysis capabilities offered by planning software
- support/training/skill development mechanisms available for access by team members.

Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence:
  - should occur over a range of situations which include typical disruptions to normal, smooth operation of the workplace
  - will typically include a supervisor/third-party report focussing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency
  - must include facilitating and/or support for teams or work groups using planning software systems in own workplace

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  - will typically include the use of appropriate tools, equipment and safety gear requiring demonstration of preparation, operation, completion and responding to problems.
- Assessment should occur in operational workplace situations.
- Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- 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.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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MSS404082 Assist in implementing a proactive maintenance strategy

Modification History

Release 1. Supersedes and is equivalent to MSS404082A Assist in implementing a proactive maintenance strategy

Application

This unit of competency covers the skills and knowledge required by a maintenance person to assist in the implementation of a proactive maintenance strategy in an organisation. This unit includes the interaction between a maintenance worker and operators, as appropriate.

This unit applies to a maintenance person in an organisation that has adopted or is implementing total preventative/productive maintenance (TPM), reliability centred maintenance (RCM) or similar strategies. As part of this, the maintenance person is expected to assist in the implementation by determining appropriate maintenance related schedules and also by providing maintenance related assistance to non-maintenance personnel, such as assisting production personnel to fulfil their role in the TPM/RCM strategy.

This unit requires the application of skills associated with problem solving and initiative and enterprise in order to analyse maintenance requirements. Communication, teamwork and planning and organising skills will be required to implement reliability strategies. This requires aspects of self-management to ensure improvement of own performance and learning.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Competitive systems and practices

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Develop components of reliability strategy for a work/plant area**	1.1	Determine manufacturer's recommended inspection, servicing and related schedules for relevant plant.
		1.2	Consult with relevant people with regard to appropriate inspections, services and schedules.
		1.3	Discuss any conflicts with relevant people and seek resolution of conflicts.
		1.4	Develop schedules in liaison with relevant people.
		1.5	Identify inspections and servicing which may be done by operations personnel in liaison with relevant stakeholders.
2	**Assess current practice for maintenance implications**	2.1	Identify the overall equipment effectiveness (OEE) or other organisation targets for equipment/plant.
		2.2	Evaluate procedures for plant/equipment reliability implications.
		2.3	Discuss current practices with relevant people to determine any plant/equipment reliability implications.
		2.4	Recommend changes to improve plant/equipment reliability in accordance with procedures.
3	**Assist in implementing the reliability strategy**	3.1	Arrange for schedules to be incorporated in relevant work plans.
		3.2	Identify training needs in discussion with relevant personnel.
		3.3	Assist personnel to develop required skills for inspections/ servicing within scope of authority.
		3.4	Collect data/information as required by own work plan.
		3.5	Compare data/information with performance indicators.
		3.6	Recommend improvements to reliability strategy in

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accordance with procedures.

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Competitive systems and practices include one or more of:

- lean operations
- agile operations
- preventative and predictive maintenance approaches
- statistical process control systems, including six sigma and three sigma
- Just in Time (JIT), kanban and other pull-related operations control systems
- supply, value, and demand chain monitoring and analysis
- 5S
- continuous improvement (kaizen)
- breakthrough improvement (kaizen blitz)
- cause/effect diagrams
- overall equipment effectiveness (OEE)
- takt time
- process mapping
- problem solving
- run charts
- standard procedures
- current reality tree.

Strategies include one or more of:

- mean time between failure (MTBF) which is one key measure of the effectiveness of a maintenance procedure, and is an indicator as to whether root causes are being found and resolved. If MTBF is reducing, then it is an indicator that the maintenance regime is

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	failing • failure mode and effects analysis (FMEA) which is a systematic approach that identifies potential failure modes in a system, product or equipment based operations caused by either design or operation/process deficiencies. It also identifies critical or significant design or process characteristics that require special controls to prevent or detect failure modes. FMEA is a tool used to prevent problems from occurring • industry sectors have highly adapted forms of FMEA and which may practice traditional FMEA in their routine maintenance while using another technique, such as Hazard and Operability Studies (HAZOP) for design and modification. HAZOP is a form of FMEA which has been practiced by the process industries for over 30 years and examines the implications of changes in process conditions to process stability • condition monitoring which often involves quite sophisticated monitoring of equipment, including such things as vibration monitoring, instrumental analysis of lubricating oil, and so on, to determine the current state of the equipment, monitor the change in this condition and predict when it needs servicing/maintenance to maintain reliability.
Inspection includes one or more of:	• reading dials, gauges and meters • observations, including those using sight, hearing, smell and feel • observations of product quality/faults/rejects.
Servicing includes one or more of:	• cleaning • lubricating • topping up • adjusting.
Procedures (written, verbal, visual, computer based, etc.) include one or more of:	• work instructions • standard operating procedures (SOPs) • safe work method statements • formulas/recipes • batch sheets • temporary instructions • any similar instructions provided for the smooth running of the plant.

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Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS404082A Assist in implementing a proactive maintenance strategy

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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Assessment Requirements for MSS404082 Assist in implementing a proactive maintenance strategy

Modification History

Release 1. Supersedes and is equivalent to MSS404082A Assist in implementing a proactive maintenance strategy

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability, for one (1) or more work/plant areas, to:

- source information from manuals and other technical documentation or software
- effectively communicate with users on equipment operational and maintenance history
- develop schedules for maintenance activities, including seeking technical assistance, where appropriate
- differentiate between proactive and traditional maintenance strategies.

Knowledge Evidence

Must provide evidence that demonstrates knowledge relevant to their job role sufficient to fulfil their job role independently, including:

- requirements of the proactive maintenance strategy being implemented
- operating principles and procedures for equipment/plant subject to proactive maintenance strategy
- purpose and processes for data collection in proactive maintenance strategies
- procedures relevant to own job and organisation implementation of proactive maintenance
- methods of making/recommending improvements.

Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence is best done from a report and/or folio of evidence drawn from:
  - a single project which provides sufficient evidence of the requirements of all the elements and performance criteria
  - multiple smaller projects which together provide sufficient evidence of the requirements of all the elements and performance criteria.
- A third-party report, or similar, may be needed to testify to the work done by the individual, particularly when the project has been done as part of a project team.
- Assessment should use a real project in an operational workplace.

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- Knowledge evidence may be collected concurrently with performance evidence or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- 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.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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MSS404084 Undertake process capability improvements

Modification History

Release 1. Updated unit code. Changes to performance criteria. Range of conditions removed. Assessment requirements amended. Equivalent outcome.

Application

This unit describes the skills and knowledge required to make process capability improvements, including analysing data from the process, developing improvements to eliminate variation due to assignable causes and then implementing actions.

This unit applies to a person who reviews a range of process capability data and information and makes (or arranges for) changes to be made to procedures, equipment or process and then recalculates the process capability and monitors resulting improvement actions. The person will typically be a technical expert, team leader or be in a role where they have sufficient technical understanding of processes in their own work and that of others to be able to suggest and justify process capability improvements.

Process capability may have been determined using either a six sigma or three sigma processes. This unit applies to the application of statistical methods and the determination of capability based on those methods.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

Pre-requisite Unit

Nil

Competency Field

Competitive systems and practices

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Obtain required**	1.1	Identify process for study

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Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
	data	1.2	Obtain or organise process to obtain required data and information
2	**Analyse information**	2.1	Read and interpret data and determine assignable causes
		2.2	Develop possible improvements to eliminate assignable causes
		2.3	Develop process improvement proposals
3	**Improve process capability**	3.1	Obtain required authorisations to implement improvements
		3.2	Liaise with relevant people to implement improvements
		3.3	Obtain or organise required data for improved process
		3.4	Recalculate process capability
		3.5	Implement revised data collection and processing and new capability information
		3.6	Monitor improvement actions and adjust

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS404050 Undertake process capability improvements.

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Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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Assessment Requirements for MSS404084 Undertake process capability improvements

Modification History

Release 1. Updated unit code. Changes to performance criteria. Range of conditions removed. Assessment requirements amended. Equivalent outcome.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- planned and implemented at least 1 process capability improvement.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- data collection and manipulation techniques
- variability, normal distribution and three and six sigma limits
- type of variations:
  - random variation (no assignable cause)
  - non-random variation (which has an assignable cause).
- causes of non-random variation in the process
- approaches to reducing variability.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions, contingencies, facilities, equipment and resources.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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MSS405001 Develop competitive systems and practices for an organisation

Modification History

Release 1. Supersedes and is equivalent to MSS405001A Develop competitive systems and practices for an organisation

Application

This unit of competency covers the skills and knowledge required to develop new strategies for competitive systems and practices or make improvements to existing systems and practices.

This unit applies to a manager, technical specialist or similar in an organisation implementing competitive systems and practices, or in an organisation wishing to embark on the competitive systems and practices path. The person needs to be able to analyse the needs of the organisation and develop strategies and systems for effective implementation and continuous improvement of competitive systems and practices in the organisation. They may be developing competitive systems and practices for the first time for this organisation, or may be developing/improving existing systems and practices.

This unit primarily requires the application of skills associated with communication in gathering, analysing and applying information and consulting with stakeholders. Problem solving, initiative and enterprise, and planning and organising are required to determine effective competitive systems and practices strategies for the organisation. This unit also requires aspects of self-management and learning to ensure feedback and new learning is integrated into competitive systems and practices strategies.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Competitive systems and practices

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Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine appropriate analytical techniques**	1.1	Liaise with key stakeholders to determine objectives of operations strategy.
		1.2	Examine current operations to determine major areas requiring improvement
		1.3	Compare possible strategies, techniques and tools against organisation needs.
		1.4	Select possible strategies, techniques and tools.
		1.5	Consult with key stakeholders to confirm selected strategies, techniques and tools.
2	**Develop competitive systems and practices strategies**	2.1	Estimate benefit/cost ratio for major stakeholders and the value stream overall.
		2.2	Determine preferred operations strategy.
		2.3	Examine and adapt strategy to organisation needs and priorities.
		2.4	Examine and adapt competitive systems and practices techniques and tools required to implement strategy.
		2.5	Negotiate with key stakeholders to develop an implementation plan.
		2.6	Determine key information and performance indicators required.
3	**Implement strategy**	3.1	Determine data collection required.
		3.2	Identify and evaluate methods of collecting and processing required data.

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		3.3	Determine hardware and other resources required.
		3.4	Evaluate skill needs required.
		3.5	Ensure all resources/training are available and completed.
		3.6	Implement strategy.
4	**Monitor implementation of strategy**	4.1	Compare information/performance indicators with desired levels.
		4.2	Liaise with key stakeholders regarding strategy issues.
		4.3	Identify areas requiring adjustment.
		4.4	Make required adjustments.

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Competitive systems and practices include one or more of:	• lean operations • agile operations • preventative and predictive maintenance approaches • statistical process control systems, including six sigma and three sigma • JIT, kanban and other pull-related operations control systems • supply, value, and demand chain monitoring

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	and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree.
Competitive systems and practices techniques and tools include one or more of:	• value stream mapping • 5S • JIT • mistake proofing • process mapping • establishing customer pull • kaizen and kaizen blitz • setting of KPIs/metrics • identification and elimination of waste (muda) • standardisation.
Customer requirement stages where value stream actions may occur include one or more of:	• sales outlet/representative • information gathering, data analysis and research • product design • raw material sourcing • intermediate processing • final assembler/collation/preparation • support services (e.g. accounting, finance and legal) • storage and delivery to customer • after market support.

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Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS405001A Develop competitive systems and practices for an organisation

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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Assessment Requirements for MSS405001 Develop competitive systems and practices for an organisation

Modification History

Release 1. Supersedes and is equivalent to MSS405001A Develop competitive systems and practices for an organisation

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability to develop the competitive systems and practices of an entire organisation, department or equivalent and to:

- determine analytical techniques which are currently appropriate for the organisation
- develop/improve the strategies used
- implement and monitor the new/improved strategy.

Knowledge Evidence

Must provide evidence that demonstrates sufficient knowledge to interact with relevant personnel and be able to develop the organisation's competitive systems and practices, including knowledge of:

- competitive systems and practices tools which may be relevant
- kaizen and kaizen blitz techniques
- muda identification and minimisation
- benefit/cost determination and application
- matching and prioritising strategies to organisation goals.

Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence is best done from a report and/or folio of evidence drawn from:
  - a single project which provides sufficient evidence of the requirements of all the elements and performance criteria
  - multiple smaller projects which together provide sufficient evidence of the requirements of all the elements and performance criteria.
- A third-party report, or similar, may be needed to testify to the work done by the individual, particularly when the project has been done as part of a project team.
- Assessment should use a real project aimed at developing an organisation's competitive systems and practices for an operational workplace.

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- Knowledge evidence may be collected concurrently with performance evidence or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- 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.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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MSS405004 Develop business plans in an organisation implementing competitive systems and practices

Modification History

Release 1. Supersedes and is equivalent to MSS405004A Develop business plans in an organisation implementing competitive systems and practices

Application

This unit of competency covers the skills and knowledge required to develop business plans in an organisation implementing competitive systems and practices. This unit applies to an individual in an organisation implementing competitive systems and practices (e.g. a production/plant manager, purchasing/technical officer or similar) who is required to develop a section business plan to meet the requirements of the overall strategic plan of the organisation. The plan includes the impact on the value stream and other critical competitive systems and practices factors. Due to competitive pressures this may be a reasonably frequent activity and can occur at any time over the business cycle. The plan may be in response to a specific change, or it may be a plan for the next period.

This unit assumes that up-to-date information about the organisation's role in the value stream is available.

This unit primarily requires the application of skills associated with gathering, analysing and applying information and consulting with stakeholders. Problem solving, initiative and enterprise, and planning and organising are required to develop an effective and measurable business plan. This unit also requires aspects of self-management and learning to ensure feedback and new learning is integrated into competitive systems and practices strategies.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Competitive systems and practices

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Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Determine purpose of plan**	1.1	Confirm reason for developing plan and expected outcomes from plan.
		1.2	Confirm purpose of plan with all relevant stakeholders.
		1.3	Check expected outcomes from plan with overall strategic plan for organisation.
		1.4	Identify any potential areas for conflict between proposed plan and strategic directions.
		1.5	Negotiate with relevant stakeholders to resolve issues.
2	**Develop objectives and strategies**	2.1	Draft objectives for business plan.
		2.2	Draft strategies to achieve these objectives.
		2.3	Determine implications for value stream.
		2.4	Determine capital or workplace layout/organisation implications for objectives and strategies.
3	**Develop plans to meet objectives and strategies**	3.1	Negotiate with relevant stakeholders over implications for objectives and strategies.
		3.2	Liaise with relevant stakeholders to develop plans to meet objectives.
		3.3	Determine relevant key performance indicators (KPIs) for plan.
		3.4	Check KPIs are appropriate for purpose of plan.
		3.5	Check plan will deliver planned purpose.
		3.6	Map plan to changed value stream.

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		3.7	Adjust plan to optimise value stream.
		3.8	Validate plan with relevant stakeholders.
4	**Monitor the implementation of the plan**	4.1	Release plan for implementation.
		4.2	Check the key progress points against the key stages of the plan.
		4.3	Note any discrepancies.
		4.4	Take action to ensure correct implementation of plan.

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Competitive systems and practices include one or more of:	• lean operations • agile operations • preventative and predictive maintenance approaches • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams

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- overall equipment effectiveness (OEE)
- takt time
- process mapping
- problem solving
- run charts
- standard procedures
- current reality tree.

Objectives include performance in one or more of:

- sales
- profit
- quality
- work health and safety (WHS)
- environment
- competitive systems and practices
- human, physical, financial and environmental/resource use.

Strategies to meet objectives include one or more areas:

- human and industrial relations practice
- material/component and resources use
- sustainable environmental practices
- sales and marketing
- financial
- regulatory compliance.

Relevant stakeholders include one or more of:

- other team members
- other workers
- management
- technical specialists
- other members of the value stream.

Customer requirement stages where value stream actions may occur include one or more of:

- sales outlet/representative
- information gathering, data analysis and research
- product design
- raw material sourcing
- intermediate processing
- final assembler/ collation/preparation
- support services (e.g. accounting, finance and legal)
- storage and delivery to customer
- after market support.

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Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS405004A Develop business plans in an organisation implementing competitive systems and practices

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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Assessment Requirements for MSS405004 Develop business plans in an organisation implementing competitive systems and practices

Modification History

Release 1. Supersedes and is equivalent to MSS405004A Develop business plans in an organisation implementing competitive systems and practices

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability to develop one (1) or more business plans covering an organisation, department or section (or similar) and to:

- determine the purpose of the plan
- draft objectives of the plan and strategies for achieving them
- develop a plan which uses the strategies to deliver the objectives and optimise the value stream
- monitor the implementation of the plan and make changes as needed.

Knowledge Evidence

Must provide evidence that demonstrates sufficient knowledge to interact with relevant personnel and be able to develop and modify a business plan, including knowledge of:

- techniques and purposes of developing business plans
- parameters for business plans, including scope, period and risk
- relationship between business plans and competitive systems and practices
- impacts of alternatives on the value stream
- key performance indicators (KPIs) and the characteristics of good (optimises the whole) and poor KPIs
- risk mitigation, including business, quality, sustainability and other risks.

Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence is best done from a report and/or folio of evidence drawn from:
  - a single project which provides sufficient evidence of the requirements of all the elements and performance criteria
  - multiple smaller projects which together provide sufficient evidence of the requirements of all the elements and performance criteria.

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- A third-party report, or similar, may be needed to testify to the work done by the individual, particularly when the project has been done as part of a project team.
- Assessment should use a real business plan development for an operational workplace.
- Knowledge evidence may be collected concurrently with performance evidence or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- 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.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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MSS405030 Optimise cost of a product or service

Modification History

Release 1. Supersedes and is equivalent to MSS405030A Optimise cost of a product or service

Application

This unit of competency covers the skills and knowledge required to examine the costs of a product or service and determine methods of reducing costs. This unit applies to an individual a who is required to undertake a detailed study of a product or service's costs, including analysing it by its cost components to determining the best method of lowering the cost overall. This unit differs from *MSS405031 Undertake value analysis of a product or process costs in terms of customer requirements*, in that it looks at all costs, including overheads and takes a wider and more traditional approach to the cost of the product. Information and cost reduction strategies gained from the application of this unit may support other cost approaches in the enterprise, including value stream costing.

This unit primarily requires the application of skills associated with communication in gathering, analysing and applying information. Problem solving, initiative and enterprise, and planning and organising are required to calculate cost components and determine cost optimisation strategies. This unit also requires aspects of self-management and learning to ensure feedback and new learning is integrated into costing methods.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Competitive systems and practices

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Analyse total cost components of a product or service**	1.1	Identify all cost components of product or service.
		1.2	Allocate cost components to major categories, such as overhead, depreciation, energy, consumables and labour.
		1.3	Distinguish between costs which directly deliver customer features/benefits and muda (waste).
2	**Optimise costs**	2.1	Analyse causes of costs which lead to customer features/benefit.
		2.2	Determine methods of increasing the customer benefit/cost ratio.
		2.3	Analyse causes of muda costs.
		2.4	Determine methods of reducing/eliminating muda costs.
		2.5	Analyse interactions between cost components.
		2.6	Check that one method of reducing costs does not cause an increase in another cost/reduction in consumer benefit.
		2.7	Check that cost reduction plans do not reduce required levels of regulatory compliance or work health and safety (WHS).
3	**Implement cost optimisation**	3.1	Develop cost optimisation plans.
		3.2	Negotiate with relevant people to agree on implementation plans.
		3.3	Take actions to implement the cost optimisation.
		3.4	Monitor the implementation of the cost optimisation.
		3.5	Make adjustments to the plan, as required.

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Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Competitive systems and practices include one or more of:	• lean operations • agile operations • preventative and predictive maintenance approaches • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree.
Muda (waste) includes all of:	• excess production and early production • delays • movement and transport • poor process design • inventory • inefficient performance of a process • making defective items • activities which do not yield any benefit to the organisation or any

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benefit to the organisations customers.

Cost includes all of:

- the monetary value of expenditures able to be directly identified for supplies, services, direct labour, materials, components, cost of inventory, faults and reworks, rejects/scrap, equipment and other items used in the production of the product
- allocations and estimates for indirect costs (e.g. indirect labour, rent, energy, water and cost of capital) where a direct monetary value cannot be identified.

Cost optimisation plans include all of:

- application scope (e.g. product/s, services, areas, employees and suppliers included in plan)
- target costs and target cost reductions
- implementation period
- method of monitoring
- method of communicating progress to stakeholders.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS405030A Optimise cost of a product or service

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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Assessment Requirements for MSS405030 Optimise cost of a product or service

Modification History

Release 1. Supersedes and is equivalent to MSS405030A Optimise cost of a product or service

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability to optimise costs for one (1) or more products or services and to:

- analyse all cost components
- optimise costs and minimise muda
- implement the cost optimisation.

Knowledge Evidence

Must provide evidence that demonstrates sufficient knowledge to interact with relevant personnel and be able to optimise costs, including knowledge of:

- cost component categories
- methods of allocating indirect costs and their implications
- expressing customer perceived benefit in cost or dollar value terms
- major controllable costs for the organisation, and how to control them
- types of muda and how to reduce it
- benefit cost/ratios, their determination and application.

Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence is best done from a report and/or folio of evidence drawn from:
  - a single project which provides sufficient evidence of the requirements of all the elements and performance criteria
  - multiple smaller projects which together provide sufficient evidence of the requirements of all the elements and performance criteria.
- A third-party report, or similar, may be needed to testify to the work done by the individual, particularly when the project has been done as part of a project team.
- Assessment should use a real cost optimisation project for an operational workplace.

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- Knowledge evidence may be collected concurrently with performance evidence or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- 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.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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MSS405031 Undertake value analysis of product or process costs in terms of customer requirements

Modification History

Release 1. Supersedes and is equivalent to MSS405031A Undertake value analysis of product or process costs in terms of customer requirements

Application

This unit of competency covers the skills and knowledge required by an individual who is required to analyse products and processes to determine the value-adding factors, including design and processing costs that most impact on meeting customer requirements and which may also include competitor benchmarking. The unit also includes implementing identified changes that increase cost-efficiency. The unit may be applied individually or in a team environment.

In this unit an individual uses an analysis of the benefits/features which a customer perceives to be in a product or service as a basis for determining appropriate or unnecessary (muda) cost and so identifying and reducing muda (waste).

This unit primarily requires the application of skills associated with communication in gathering, analysing and applying information. Problem solving, initiative and enterprise, and planning and organising are required to determine cost-efficiencies. This unit also requires aspects of self-management and learning to ensure feedback and new learning is integrated into costing methods.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Competitive systems and practices

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Analyse customer benefits to determine appropriate or muda (waste) costs**	1.1	Analyse product or service to determine features/benefits perceived by customer in product.
		1.2	Analyse cost components of product or service and determine those which deliver customer features/benefits and those which are either appropriate or muda.
		1.3	Determine any additional features that may be added to improve saleability.
		1.4	Analyse muda cost components and allocate to direct and indirect cost categories.
		1.5	Determine options for reducing direct and indirect muda costs.
		1.6	Select cost-related actions which maximise customer benefits and minimise costs.
		1.7	Where required, undertake competitor benchmarking to provide reference points.
2	**Analyse performance variance**	2.1	Identify muda processing or operational steps for product or service following completion of customer benefit analysis.
		2.2	Analyse all costs and determine methods of reducing costs and muda.
		2.3	Develop plan and recommendations for actions required to achieve cost improvement or added customer benefits to improve saleability.
		2.4	Submit plan and recommendations to stakeholders.

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Competitive systems and practices include one or more of:	• lean operations • agile operations • preventative and predictive maintenance approaches • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree.
Muda includes all of:	• excess production and early production • delays • movement and transport • poor process design • inventory • inefficient performance of a process • making defective items • activities which do not yield any benefit to the organisation or any benefit to the organisations customers.
Cost includes all of:	• the monetary value of expenditures able to be directly identified for supplies, services, direct labour, components, cost of

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inventory, faults and reworks, rejects/scrap, equipment and other items used in the production of the product
- allocations and estimates for indirect costs (e.g. indirect labour, rent, power and water) where a direct monetary value cannot be identified.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS405031A Undertake value analysis of product or process costs in terms of customer requirements

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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Assessment Requirements for MSS405031 Undertake value analysis of product or process costs in terms of customer requirements

Modification History

Release 1. Supersedes and is equivalent to MSS405031A Undertake value analysis of product or process costs in terms of customer requirements

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability to undertake value analysis on one (1) or more products or processes and to:

- distinguish between appropriate costs and muda
- distinguish between direct and indirect costs
- determine methods of reducing both appropriate costs and muda
- develop a plan to increase customer perceived benefits/ saleability and/or reduce costs and muda.

Knowledge Evidence

Must provide evidence that demonstrates sufficient knowledge to interact with relevant personnel and be able to undertake value analysis, including knowledge of:

- cost components, direct and indirect costs
- customer perceived benefits
- factors influencing saleability
- impact of customer features/benefits on sales, market share and firms profitability
- major costs which are controllable (and how to control them)
- types of muda
- methods of reducing muda.

Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence is best done from a report and/or folio of evidence drawn from:
  - a single project which provides sufficient evidence of the requirements of all the elements and performance criteria
  - multiple smaller projects which together provide sufficient evidence of the requirements of all the elements and performance criteria.

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- A third-party report, or similar, may be needed to testify to the work done by the individual, particularly when the project has been done as part of a project team.
- Assessment should use a real value analysis project in an operational workplace.
- Knowledge evidence may be collected concurrently with performance evidence or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- 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.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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MSS405070 Develop sustainable energy practices

Modification History

Release 1. Supersedes and is equivalent to MSS405070A Develop and manage sustainable energy practices

Application

This unit of competency covers the skills and knowledge required by an individual to identify opportunities for, and make improvements in, sustainable energy practices in an organisation. 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.

The unit involves analysis of energy used in processes and operations and categorising the energy use according to lean principles. The unit covers categorising energy into necessary use and muda (waste) with the muda being further categorised into necessary muda and unnecessary muda. Strategies for eliminating or minimising energy muda are covered with benefit/cost analyses being required for strategies.

This unit primarily requires the application of communication and problem solving skills associated with collecting and analysing information. An ability to analyse energy use of technology or processes will be applied. Initiative and enterprise, and planning and organising are also required to develop plans for efficient energy use. This unit also requires aspects of self-management and learning to ensure feedback and new learning is integrated into the development of processes.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Competitive systems and practices

Unit Sector

Not applicable

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Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Analyse energy use**	1.1	Identify all energy consuming processes.
		1.2	Determine quantity and nature of energy consumed.
		1.3	Analyse energy consumed and generated in different parts of the process.
		1.4	Determine source of energy consumed in process.
2	**Develop energy conservation plans**	2.1	Determine the efficiency of use of energy by all energy consuming processes.
		2.2	Determine causes of low efficiency of use.
		2.3	Develop plans for increasing the efficiency of energy use.
		2.4	Determine benefit/cost of plans.
3	**Develop energy trading plans**	3.1	Compare energy generating activities with energy consuming activities.
		3.2	Determine feasibility of energy consuming activities using energy generated by other activities.
		3.3	Develop plans for energy trading.
		3.4	Determine benefit/cost of plans.
4	**Investigate alternative sources of energy**	4.1	Develop a specification for energy required.
		4.2	Identify a range of sources for that energy.
		4.3	Determine benefit/cost for alternative energy sources.
5	**Develop plans for**	5.1	Compare benefit/costs for different alternatives

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	more efficient energy use		developed.
		5.2	Rank proposals based on benefit/cost compare to limited resources.
		5.3	Check proposals meet regulatory requirements.
		5.4	Recommend proposals for improving energy efficiency.
6	**Implement selected plans**	6.1	Liaise with relevant people to implement energy efficiency plans.
		6.2	Follow through to ensure implementation occurs.
		6.3	Monitor implementation and make adjustments, as required.
		6.4	Check new energy usage to ensure improvements have occurred.

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Competitive systems and practices include one or more of:	• lean operations • agile operations • preventative and predictive maintenance approaches • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis

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- 5S
- continuous improvement (kaizen)
- breakthrough improvement (kaizen blitz)
- cause/effect diagrams
- overall equipment effectiveness (OEE)
- takt time
- process mapping
- problem solving
- run charts
- standard procedures
- current reality tree.

Muda includes all of:

- excess production and early production
- delays
- movement and transport
- poor process design
- inventory
- inefficient performance of a process
- making defective items
- activities which do not yield any benefit to the organisation or any benefit to the organisations customers.

Necessary muda includes all of:

- an activity or cost which does contribute directly to customer benefit/feature in the product
- an activity or cost which cannot be avoided (e.g. regulatory compliance and fixed costs).

Unnecessary muda includes all of:

- an activity or cost which does not contribute directly to customer benefit/features in the product
- an activity or cost which can be avoided.

Sources and use of energy includes one or more of:

- all sources of energy used by the process be it electricity, gas/oil/coal or mobile transport fuel
- used for heating and cooling
- used for moving materials (e.g. pumps and conveyors)
- used for modifying materials (e.g. cutting, forming, weaving, knitting, reacting, moulding, extruding and mixing)
- used for generating pressure/vacuum or providing motive power for equipment and transport.

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Energy trading includes one or more of:	• formal trading, such as buying of energy through alternative suppliers and tender processes and selling of excess energy produced by the organisation to energy companies or other producers • internal trading of excess energy from one area to an energy consuming area elsewhere in the organisation.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS405070A Develop and manage sustainable energy practices

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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Assessment Requirements for MSS405070 Develop sustainable energy practices

Modification History

Release 1. Supersedes and is equivalent to MSS405070A Develop and manage sustainable energy practices

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability to develop sustainable energy practices for one (1) or more businesses and to:

- analyse current energy use
- develop conservation and trading plans
- investigate alternative sources of energy
- develop plans for more efficient energy use
- monitor plans implemented and check energy improvements have occurred.

Knowledge Evidence

Must provide evidence that demonstrates sufficient knowledge to interact with relevant personnel and be able to develop sustainable energy practices, including knowledge of:

- sources of data and required calculations
- types and sources of energy
- methods of analysing energy efficiency for different types of energy
- methods of converting energy values from one form to another
- alternative sources of energy
- principles of energy efficiency
- relevant regulatory/legislative requirements
- energy trading schemes and procedures
- organisation and process needs for energy.

Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence is best done from a report and/or folio of evidence drawn from:
    - a single project which provides sufficient evidence of the requirements of all the elements and performance criteria

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  - multiple smaller projects which together provide sufficient evidence of the requirements of all the elements and performance criteria.
- A third-party report, or similar, may be needed to testify to the work done by the individual, particularly when the project has been done as part of a project team.
- Assessment should use a real project developing sustainable energy practices for an operational workplace.
- Knowledge evidence may be collected concurrently with performance evidence or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- 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.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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MSS405070A Develop and manage sustainable energy practices

Modification History

New unit, superseding MSACMT670A Develop and manage sustainable energy practices - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to identify opportunities for, and make improvements in, sustainable energy practices in an organisation. 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.

Application of the Unit

This unit applies to an individual who is required to establish systems for improved energy practices in an organisation. The unit involves analysis of energy used in processes and operations and categorising the energy use according to lean principles. The unit covers categorising energy into necessary use and waste with the waste being further categorised into necessary waste and unnecessary waste. Strategies for eliminating or minimising energy waste are covered with benefit/cost analyses being required for strategies.

This unit primarily requires the application of communication and problem solving skills associated with collecting and analysing information. An ability to analyse energy use of technology or processes will be applied. Initiative and enterprise, and planning and organising are also required to develop plans for efficient energy use. This unit also requires aspects of self-management and learning to ensure feedback and new learning is integrated into the development of processes.

Where the quantum of energy used is not easily available or a formal calculation of energy use is required through an energy balancing calculation (e.g. for regulatory purposes) the unit *MSS015011A Conduct a sustainability energy audit* may also be required.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Analyse energy use	1.1	Identify all energy consuming processes
		1.2	Determine quantity and nature of energy consumed
		1.3	Analyse energy consumed and generated in different parts of the process
		1.4	Determine source of energy consumed in process
2	Develop energy conservation plans	2.1	Determine the efficiency of use of energy by all energy consuming processes
		2.2	Determine causes of low efficiency of use
		2.3	Develop plans for increasing the efficiency of energy use
		2.4	Determine benefit/cost of plans
3	Develop energy trading plans	3.1	Compare energy generating activities with energy consuming activities
		3.2	Determine feasibility of energy consuming activities using energy generated by other activities

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		3.3	Develop plans for energy trading
		3.4	Determine benefit/cost of plans
4	Investigate alternative sources of energy	4.1	Develop a specification for energy required
		4.2	Identify a range of sources for that energy
		4.3	Determine benefit/cost for alternative energy sources
5	Develop plans for more efficient energy use	5.1	Compare benefit/costs for different alternatives developed
		5.2	Rank proposals based on benefit/cost compare to limited resources
		5.3	Check proposals meet regulatory requirements
		5.4	Recommend proposals for improving energy efficiency
6	Implement selected plans	6.1	Liaise with relevant people to implement energy efficiency plans
		6.2	Follow through to ensure implementation occurs
		6.3	Monitor implementation and make adjustments, as required
		6.4	Check new energy usage to ensure improvements have occurred

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- using common units, symbols and formulae common in energy-related calculations
- applying mathematics

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- communicating with a variety of groups and individuals using different media
- solving complex problems individually and as part of a team
- reviewing range of existing data for suitability and determining where new data gathering is required
- planning and organising complex whole of organisation activities relating to energy use, including objectives, timelines, implementation procedures and monitoring strategy
- determining where energy balancing techniques are required
- accessing manufacturers' data and other sources of energy consumption for individual equipment and processes
- mapping processes and energy flows
- calculating, manipulating and interpreting numerical data
- ranking energy consumption and waste for area, sites or processes
- calculating the efficiency of use of energy by equipment and processes
- consulting with technical and operative staff on possible non-obvious energy wastes
- consulting and negotiating with stakeholders on implementation process for sustainability improvement

Required knowledge

Required knowledge includes:

- types and sources of energy
- methods of analysing energy efficiency for different types of energy
- methods of converting energy values from one form to another
- alternative sources of energy
- principles of energy efficiency
- relevant regulatory/legislative requirements
- energy trading schemes and procedures
- organisation and process needs for energy

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of their ability to: • gather appropriate data to allow energy analyses • categorise energy use into necessary use and waste • develop options for energy reduction including

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	presenting of alternatives and benefit/cost analyses • develop strategies and plans for energy use and monitor implementation.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

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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.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise

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	• the work organisation, culture, regulatory environment and the industry sector
Waste	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. Within operations, categories of waste include: • excess production and early production • delays • movement and transport • poor process design • inventory • inefficient performance of a process • making defective items • activities which do not yield any benefit to the organisation or any benefit to the organisations customers
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
Energy	Energy includes: • all sources of energy used by the process be it electricity, gas or mobile transport fuel The uses of the energy will also be potentially wide and include: • heating and cooling • moving materials (e.g. pumps and conveyors) • modifying materials (e.g. cutting, forming, weaving, knitting, reacting, moulding, extruding and mixing) • generating pressure/vacuum or providing motive power for equipment and transport
Energy trading	Energy trading means both formal trading where the organisation investigates alternatives to:

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	• the buying of energy through alternative suppliers and tender processes • selling of excess energy produced by the organisation to energy companies or other producers and • internal trading of excess energy from one area to an energy consuming area elsewhere in the organisation

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS405075 Facilitate the development of a new product

Modification History

Release 1. Supersedes and is equivalent to MSS405075A Facilitate the development of a new product

Application

This unit of competency covers the skills and knowledge required to facilitate the development of a new or evolutionary product within an existing range of products and encompasses design for manufacture, determining the process capability and the facilitation of its initial production.

This unit applies to an individual responsible for the development of a new product. The unit assumes an initial product design has been prepared by a designer and also assumes a working knowledge of all main processes and materials so that an informed choice can be made between them. The person will normally be a manager or technical expert and be required to work closely with a range of other management and operations personnel.

The unit requires balancing the business and technical sides of the new product and would typically be done as part of a cross-functional team. This unit primarily requires the application of skills associated with communication in gathering, analysing and applying information and consulting with stakeholders. Teamwork, problem solving, initiative and enterprise, and planning and organising are required to facilitate the development of a new product. This unit also requires aspects of self-management and learning to ensure feedback and new learning is integrated into competitive systems and practices.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

MSS404052	Apply statistics to operational processes

Competency Field

Competitive systems and practices

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Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Confirm design brief of new product in consultation with relevant people**	1.1	Review product design with customer and other key stakeholders and agree on technical specification, aesthetic requirements, timelines, cost and other market requirements.
		1.2	Determine any regulatory, industry code/intellectual property (IP) requirements for product.
		1.3	Identify any required tooling, process or equipment needs.
		1.4	Confirm design brief, including relevant drawings, to meet needs.
		1.5	Determine design brief conforms to organisation objectives and capability.
		1.6	Obtain approval on total design brief from all relevant personnel.
2	**Determine material requirements for product**	2.1	Select appropriate materials or combination of materials/ components in liaison with key stakeholders.
		2.2	Determine material/component testing and evaluation regime required to meet product end use requirements, including regulatory/industry code requirements.
		2.3	Arrange for testing and evaluation of trial materials/ components.
		2.4	Guide material trial process and interpret material trial results.
		2.5	Determine final materials/components specifications and details of value chain.

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3	**Determine process requirements for product**	3.1	Select appropriate process to make product in liaison with key stakeholders and based on relevant factors.
		3.2	Determine any special process/equipment requirements for this product.
		3.3	Communicate with production personnel to determine any concerns and/or training or other needs.
		3.4	Adjust the design, as required, to satisfy customer and production needs.
4	**Ensure process needs for new product have been met**	4.1	Liaise with equipment design/procurement personnel.
		4.2	Interpret hardware specifications and ensure they are appropriate for the job required.
		4.3	Liaise with process personnel to ensure appropriate draft procedures for new product have been developed.
		4.4	Validate product cost and design meets organisation requirements and capability.
5	**Trial new product through the process**	5.1	Design trialling procedure to deliver required information.
		5.2	Liaise with relevant stakeholders.
		5.3	Ensure health, safety and environment (HSE) requirements are observed.
		5.4	Coordinate the trialling of the new product.
		5.5	Interpret product trial results and guide product trial process.
		5.6	Tune process to optimise production of new product.
6	**Determine process capability**	6.1	Plot appropriate statistical process control charts.
		6.2	Determine confidence limits.
		6.3	Compare confidence limits with product specification.

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7	**Coordinate product trials**	7.1	Determine product testing and evaluation regime required to meet end use requirements, including regulatory/industry code requirements.
		7.2	Arrange for testing and evaluation of trial product/prototype.
		7.3	Interpret product trial results and guide product trial process.
		7.4	Determine final product specification in liaison with key stakeholders.
		7.5	Make required changes to materials, process and equipment.
8	**Implement standard procedures for new product**	8.1	Monitor initial production and, in liaison with appropriate team members, adjust process, conditions and materials to ensure the product and process outcomes conform to customer, regulatory and organisation requirements.
		8.2	Ensure process specifications are updated and reflect the optimised operation developed.
		8.3	Ensure standard operating procedures (SOPs) are correct for the new product.
		8.4	Ensure equipment and other hardware records are updated to reflect additions/changes.
		8.5	Ensure project records are complete and all required reports have been completed and submitted.
		8.6	Archive records according to company procedure.

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Competitive systems and practices include one or more of:	• lean operations • agile operations • preventative and predictive maintenance approaches • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree.
Organisation objectives and requirements include one or more of:	• cost/profit requirements for new products (e.g. minimum return and capital expenditure limits) • encouragement/discouragement of different types of products (e.g. on sustainability, ethical or other non-individual customer-related criteria) • potential or actual capacity conflicts with other customers or product/process activities • activities that require/may require community consultation (e.g. on noise or other environmental grounds).
Typical regulatory requirements include one or more	• work health and safety (WHS) • environmental regulations • structural codes

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of:	• product/industry-specific requirements.
Typical problems include one or more of:	• defining product end-use requirements in terms meaningful to the product design and manufacture • matching suitable materials and processes to the product needs and company expertise and facilities • matching (and improving) process capability to product tolerances.
Relevant factors include one or more of	• type of material • dimensional precision of product • length of run/number of products • required aesthetics • size and complexity of product • available capital funding • process equipment available • HSE factors.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS405075A Facilitate the development of a new product

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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Assessment Requirements for MSS405075 Facilitate the development of a new product

Modification History

Release 1. Supersedes and is equivalent to MSS405075A Facilitate the development of a new product

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability to facilitate the development of one (1) or more new/modified products and to:

- confirm the design brief
- determine material and process requirements
- ensure process needs have been met
- trial the new product and determine process capability
- conduct product trials
- standardise the new product.

Knowledge Evidence

Must provide evidence that demonstrates sufficient knowledge to interact with relevant personnel and be able to facilitate the development of a new product, including knowledge of:

- appropriate types of materials/components and criteria for choosing between them
- alternative processes/plant/equipment for making the new product and criteria for choosing between them
- determination of process capability
- appropriate sampling and testing for materials/components and products
- determination of processing time, product cost, benefit cost of the new product
- interpretation of trial/field test results.

Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence is best done from a report and/or folio of evidence drawn from:
  - a single project which provides sufficient evidence of the requirements of all the elements and performance criteria
  - multiple smaller projects which together provide sufficient evidence of the requirements of all the elements and performance criteria.

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- A third-party report, or similar, may be needed to testify to the work done by the individual, particularly when the project has been done as part of a project team.
- Assessment should use a real new/modified product development project in an operational workplace.
- Knowledge evidence may be collected concurrently with performance evidence or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- 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.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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MSS405085 Develop a documentation control strategy for an organisation

Modification History

Release 1. Updated unit code. Range of conditions removed. Assessment requirements amended. Equivalent outcome.

Application

This unit describes the skills and knowledge required to develop and implement a documentation control strategy for an organisation implementing a competitive systems and practices strategy which is part of the value stream for such an organisation. The documentation control strategy might be needed to comply with AS/NZS ISO 9000:2016 Quality management systems - Fundamentals and vocabulary or other reasons.

This unit applies to a manager, technical specialist or similar who is required to use problem solving, initiative, planning and organising skills to develop and/or improve a system to ensure operations and related supporting documents are controlled in a manner which is appropriate for their use in the organisation.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

Pre-requisite Unit

Nil

Competency Field

Competitive systems and practices

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Identify and obtain agreement to document**	1.1	Identify a working group of stakeholders
		1.2	Agree on purpose and scope of document management standards, including interaction with production,

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Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
	management procedures and standards		maintenance, logistics, sales and marketing systems
		1.3	Identify any external standards, requirements and conventions
		1.4	Agree on document control, tracking, updating and storage processes
		1.5	Write document management processes and standards and circulate to stakeholders
		1.6	Negotiate any variations
2	**Determine document style, standards and conventions**	2.1	Consider potential document styles
		2.2	Agree on document conventions and layout
		2.3	Agree on standard symbols, abbreviations
		2.4	Produce a style sheet, document model or template
		2.5	Check document style conforms to document management standards
		2.6	Circulate to stakeholders and negotiate any variations
3	**Implement document control strategy**	3.1	Write a document control strategy and procedures, including arrangements for ongoing review of strategy
		3.2	Establish mechanisms to check documents conform to the control strategy
		3.3	Arrange for staff development
		3.4	Monitor implementation of document control strategy
		3.5	Make improvements to the documentation control strategy

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS405062 Develop a documentation control strategy for an organisation.

Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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Assessment Requirements for MSS405085 Develop a documentation control strategy for an organisation

Modification History

Release 1. Updated unit code. Range of conditions removed. Assessment requirements amended. Equivalent outcome.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- developed and implemented documentation control strategy and procedures for at least 1 organisation implementing a competitive systems and practices strategy.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- needs of the organisation and its individuals
- word processing, spreadsheet, database, drawing and other software capable of producing files and documentation
- types of documentation used in organisations
- document control, archive and destruction systems
- AS/NZS ISO 9000:2016 Quality management systems - Fundamentals and vocabulary requirements or equivalent
- legislative and regulatory requirements associated with documentation relevant to the organisation.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions, contingencies, facilities, equipment and resources.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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MSS405086 Develop sustainable energy practices

Modification History

Release 1. Updated unit code. Changes to performance criteria. Range of conditions removed. Assessment requirements amended. Equivalent outcome.

Application

This unit describes the skills and knowledge required by an individual to identify opportunities for, and make improvements in, sustainable energy practices in an organisation. This includes efficient use of raw materials, management of waste, electricity conservation, heat conservation and management, water management, environment protection and environment obligations of organisations.

The unit involves analysis of energy used in processes and operations and categorising the energy use according to lean principles. The unit covers categorising energy into necessary use and muda (waste) with the muda being further categorised into necessary muda and unnecessary muda. Strategies for eliminating or minimising energy muda are covered with cost benefit analyses being required for strategies.

This unit applies to a manager, technical specialist or similar who is required to use problem solving, initiative, planning and organising skills to develop plans for efficient energy use.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

Pre-requisite Unit

Nil

Competency Field

Competitive systems and practices

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Analyse energy**	1.1	Identify all energy consuming processes

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Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
	use	1.2	Determine quantity and nature of energy consumed
		1.3	Analyse energy consumed and generated in different parts of the process
		1.4	Determine source of energy consumed in process
2	**Develop energy conservation plans**	2.1	Determine the efficiency of use of energy by all energy consuming processes
		2.2	Determine causes of low efficiency of use
		2.3	Develop plans for increasing the efficiency of energy use
		2.4	Calculate cost benefit of plans
3	**Develop energy trading plans**	3.1	Compare energy generating activities with energy consuming activities
		3.2	Determine feasibility of energy consuming activities using energy generated by other activities
		3.3	Develop plans for energy trading
		3.4	Calculate cost benefit of plans
4	**Investigate alternative sources of energy**	4.1	Write a specification for energy required
		4.2	Identify sources for that energy
		4.3	Calculate cost benefit for alternative energy sources
5	**Develop plans for more efficient energy use**	5.1	Compare cost benefit for different alternatives developed
		5.2	Rank proposals based on cost benefit compared to limited resources

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Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.	
	5.3	Check proposals meet regulatory requirements
	5.4	Recommend proposals for improving energy efficiency
6 **Implement selected plans**	6.1	Liaise with relevant people to implement energy efficiency plans
	6.2	Follow through to ensure implementation occurs
	6.3	Monitor implementation and adjust
	6.4	Check new energy usage to ensure improvements have occurred

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS405070 Develop sustainable energy practices.

Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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Assessment Requirements for MSS405086 Develop sustainable energy practices

Modification History

Release 1. Updated unit code. Changes to performance criteria. Range of conditions removed. Assessment requirements amended. Equivalent outcome.

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- developed sustainable energy practices for at least 1 organisation.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- sources of data and required calculations
- types and sources of energy
- methods of analysing energy efficiency for different types of energy
- methods of converting energy values from one form to another
- alternative sources of energy
- principles of energy efficiency
- sustainability regulatory and legislative requirements
- energy trading schemes and procedures
- organisation and process needs for energy
- muda (waste) including: necessary and unnecessary

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions, contingencies, facilities, equipment and resources.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998

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PSPGEN062 Collect statistical data

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV521A Collect statistical data. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to develop a data collection plan and then collect new data. It includes preparing for data collection, defining data requirements, preparing data collection tools for direct collection, conducting data collection using direct collection, conducting data collection from existing source/s and collating and organising information/data.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously consulting others as required, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	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 section.
1. Prepare for data collection	1.1 Study the project or survey question and clarify where necessary. 1.2 Define expected data outputs. 1.3 Familiarise yourself with proposed technology and customise where necessary. 1.4 Confirm the population for the source of data. 1.5 Assess the survey design for suitability.
2. Define data requirements	2.1 Determine the accuracy requirements (precision) of the data to be collected. 2.2 Define the requirements of proposed information management system with regard to storage and processing of data. 2.3 Define and communicate information requirements to all staff involved in data collection. 2.4 Identify and assess data sources for accessibility and reliability. 2.5 Define the type and extent of data required. 2.6 Apply classification standards to the proposed data.
3. Prepare data collection tools for direct collection	3.1 Define data collection methods and techniques clearly relative to data requirements. 3.2 Identify the optimum method for gathering the proposed data after research of alternatives has occurred. 3.3 Design the survey vehicle or questionnaire in conjunction with a suitably qualified person. 3.4 Test and evaluate the survey vehicle.
4. Conduct data collection using direct collection	4.1 Identify and/or construct the proposed sampling frame. 4.2 Select a sample and implement a pilot study. 4.3 Re-evaluate the proposed survey design based on the results of the pilot study. 4.4 Conduct the main survey according to accepted professional standards. 4.5 Take opportunities to establish and maintain contacts with those who may provide useful information, with due consideration of respondent burden.
5. Conduct data collection from existing source/s	5.1 Source data for the project. 5.2 Identify a range of statistics necessary for the project in conjunction with a suitably qualified person.

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	5.3 Review sources of information regularly for usefulness, reliability and cost. 5.4 Use channels and sources of information effectively.
6. Collate and organise information/data	6.1 Identify statistics to support the project question. 6.2 Collate data electronically. 6.3 Evaluate the accuracy and appropriateness of data. 6.4 Record data in the desired format.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV521A Collect statistical data.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN062 Collect statistical data

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to statistical data collection
- deciding which survey method to use
- designing questionnaires
- using communication methods including consultation, establishing and maintaining contacts
- reading information and data requirements
- writing survey questions that are unambiguous and reflect intended meaning

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to statistical data collection, privacy and confidentiality
- the advantages and disadvantages of different data sources
- the differences between census and survey data
- the importance of identifying a good frame
- the quality of the statistics and for what purpose the data can be used
- the limitations of the statistics used
- different data collection methodologies and how they affect results
- data collection and sampling methodologies
- the effects of non-response on survey estimates

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- the impact of types of errors
- national and international classification standards
- information management systems

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGOV521A Collect statistical data

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 process of developing a data collection plan and then collecting new data. It includes preparing for data collection, defining data requirements, preparing data collection tools for direct collection, conducting data collection using direct collection, conducting data collection from existing source/s and collating and organising information/data.

In practice, collecting statistical data may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, providing client service, working safely, managing a project, undertaking research and analysis, etc.

This is one of 5 units of competency in the *Working in Government Competency Field* that deal with statistics. Related units are:

- PSPGOV520A Scope statistical data collection
- PSPGOV522A Process statistical data
- PSPGOV523A Interrogate and analyse statistical data
- PSPGOV524A Interpret data and related statistics
-
- No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

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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. **Prepare for data collection**	1.1 The project/survey question is studied and where necessary clarified. 1.2 ***Expected data outputs*** are defined in accordance with the project scope. 1.3 Proposed technology is familiarised and customised where necessary. 1.4 The population for the source of data is confirmed. 1.5 The survey design (if necessary) is assessed for suitability.
2. **Define data requirements**	2.1 The accuracy requirements (precision) of the data to be collected are determined. 2.2 The requirements of proposed information management system with regard to storage and processing of data are defined. 2.3 Information requirements are defined and communicated to all staff involved in data collection. 2.4 ***Data sources*** are identified and assessed for accessibility and reliability 2.5 The type and extent of data required is defined. 2.6 ***Classification standards*** are applied to the proposed data.
3. **Prepare data**	3.1 Data collection methods and techniques are clearly defined

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ELEMENT	PERFORMANCE CRITERIA
collection tools for direct collection	relative to data requirements. 3.2 The optimum method for gathering the proposed data is identified after research of alternatives has occurred. 3.3 The ***survey vehicle***/questionnaire is designed in conjunction with a suitably qualified person. 3.4 The survey vehicle is tested and evaluated.
4. Conduct data collection using direct collection	4.1 The proposed ***sampling*** frame is identified and/or constructed. 4.2 A sample is selected and a pilot study implemented. 4.3 Re-evaluation of the proposed survey design is undertaken based on the results of the pilot study. 4.4 The main survey is conducted according to accepted professional and/or organisational standards. 4.5 Opportunities are taken to establish and maintain contacts with those who may provide useful information, with due consideration of respondent burden.
5. Conduct data collection from existing source/s	5.1 Data for the project is sourced. 5.2 A range of statistics necessary for the project is identified in conjunction with a suitably qualified person. 5.3 Sources of information are regularly reviewed for usefulness, reliability and cost. 5.4 Channels and sources of information are used effectively in accordance with organisational standards.
6. Collate and organise information/data	6.1 Statistics are identified to support the project question. 6.2 Data is researched and/or collated from sources in accordance with ***legislation, policy and guidelines.*** 6.3 Data is collated electronically. 6.4 The accuracy and appropriateness of data are evaluated. 6.5 Data is recorded in the desired format in accordance with professional, organisational and project 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:

- applying legislation, regulations and policies relating to statistical data collection

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- deciding which survey method to use
- designing questionnaires
- using a range of communication methods including consultation, establishing and maintaining contacts
- reading information and data requirements
- writing survey questions that are unambiguous and reflect intended meaning
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of statistical data collection

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to statistical data collection
- legislation and policies governing privacy and confidentiality
- the advantages and disadvantages of different data sources
- the differences between census and survey data
- the importance of identifying a good frame
- the quality of the statistics and for what purpose the data can be used
- the limitations of the statistics used
- different data collection methodologies and how they affect results
- data collection and sampling methodologies
- the effects of non-response on survey estimates
- the impact of types of errors
- national and international classification standards
- information management systems
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of statistical data collection

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:

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- PSPETHC501B Promote the values and ethos of public service
- PSPGOV503B Coordinate resource allocation and usage
- PSPGOV504B Undertake research and analysis
- PSPGOV520A Scope statistical data collection
- PSPGOV522A Process statistical data
- PSPGOV523A Interrogate and analyse statistical data
- PSPGOV524A Interpret data and related statistics
- PSPLEGN501B Promote compliance with legislation in the public sector
- PSPPM502B Manage complex projects

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 Employability Skills as they relate to this unit
- collection of statistical data 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 the collection of statistical data
- case studies and workplace scenarios to capture the range of situations likely to be encountered when collecting statistical data

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 collecting statistical data, including coping with difficulties, irregularities and breakdowns in routine
- collection of statistical data in a range of (3 or more) contexts (or occasions, over time) where contexts may include data collection via both primary and secondary sources.

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.

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	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 • demonstration • 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.

Expected data outputs may include:	• variable names • attributes
Data sources may include:	• Australian Bureau of Statistics data • government agency sources
Classification standards may include:	• national and international definitions for collating and coding information
Survey vehicle may include:	• opinion polls • mail-out questionnaires • computer-aided telephone interviewing (CATI) • face-to-face interviews
Sampling methods may include:	• simple random sampling • systematic sampling • multi stage sampling
Legislation, ***policy and guidelines*** may include:	• State/Territory and Commonwealth legislation and regulations such as:

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	• public sector management acts • financial management acts • privacy legislation • equal employment opportunity and anti-discrimination legislation • occupational health and safety legislation • ethics and accountability standards • public sector standards • risk management standards • fraud control standards • government security standards • knowledge management standards • organisational policy, procedures and protocols

Unit Sector(s)

Not applicable.

Competency field

Working in Government.

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PSPPCY010 Manage policy implementation

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPOL603A Manage policy implementation. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to interpret policy and manage policy implementation process. It includes interpreting and communicating the requirements of policy, and policy implementation.

This unit applies to those working as public sector staff required to manage policy implementation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, with staff supervision responsibilities, while performing complex tasks in familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Policy

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	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 section.
1. Interpret and communicate requirements of policy	1.1 Identify the expected outcomes of policy implementation and communicate to staff. 1.2 Interpret policy relative to workplace responsibilities and accountabilities. 1.3 Communicate the impact on work activities of policy implementation to staff and other stakeholders. 1.4 Assist staff with the interpretation of policy and its application to their work.
2. Implement policy	2.1 Identify potential or impending policy changes and prepare strategies to accommodate and communicate those changes. 2.2 Prepare work plans consultation with staff and management to ensure that policy is implemented as intended. 2.3 Monitor staff performance to ensure that it complies with policy. 2.4 Assist staff in adjusting to changes.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPOL603A Manage policy implementation.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCY010 Manage policy implementation

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- interpreting complex and formal documents
- providing leadership to the workgroup in the interpretation and implementation of policy
- managing policy implementation on 2 or more occasions or in 2 or more contexts

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- 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

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG029 Manage and lead inspection and monitoring programs

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG603A Manage and lead inspection and monitoring programs. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manage and lead inspection and monitoring activities in accordance with relevant Acts and regulations. It includes determining inspection and monitoring program requirements, managing and leading inspection and monitoring programs and managing reporting systems, information and training.

This unit applies to those working in regulatory roles within the public sector involving inspection and monitoring.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Regulatory

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	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 section.
1. Determine inspection and monitoring program requirements	1.1 Determine outputs and performance indicators for programs, and inspection and monitoring responsibilities. 1.2 Determine strategic, operational, technical, financial and administrative requirements. 1.3 Undertake operational and procedural assessments for quality improvement. 1.4 Interpret legislation and regulations and make recommendations on related policies and procedures. 1.5 Interpret and explain risk management practices, workplace health and safety and environmental requirements to staff in accordance with their needs.
2. Manage and lead inspection and monitoring programs	2.1 Provide leadership and assist individuals to deliver agreed outputs. 2.2 Manage inspection and monitoring programs and supervise program performance, resources and expenditure. 2.3 Develop policy and procedures for dealing with non-compliance through information, development or extension activities and prosecution. 2.4 Manage compliance programs as required in accordance with set procedures and timelines. 2.5 Manage implementation of the performance management system for inspection and monitoring staff. 2.6 Enforce legislative requirements, risk management practices, workplace health and safety and environmental procedures.
3. Manage reporting systems, information and training	3.1 Manage records management and reporting systems in accordance with performance indicators. 3.2 Prepare high-level correspondence and advice, submissions and reports. 3.3 Prepare evidence for legal action under relevant legislation. 3.4 Monitor inspection and monitoring training and develop and implement initiatives to improve staff performance.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG603A Manage and lead inspection and monitoring programs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG029 Manage and lead inspection and monitoring programs

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- 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
- 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 including the media, public or political parties
- using computers for word processing and records management

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- 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

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- elements of an offence
- rules of evidence
- workplace and industry environment
- public sector legislation, including WHS, environment, privacy

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PUACOM012B Liaise with media at a local level

Modification History

Release	TP Version	Comments
3	PUA12 V2.1	Editorial changes.
2	PUA12 V2	Layout adjusted. Application added.
1	PUA00 V8.1	Primary release.

Unit Descriptor

This unit covers the liaison with media at a low level incident and providing information about local events.

Application of the Unit

This unit applies to workers of local public safety groups who are delegated the responsibility to liaise with media in both emergency and non-emergency situations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of

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performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine media requirements	1.1 ***Organisational protocols*** are followed when ***liaising with the media.***
	1.2 The media's potential interest is assessed and arrangements are made to meet needs where appropriate.
	1.3 ***Operational responsibilities*** are balanced against the provision of information to the ***media.***
2. Provide information to the media	2.1 A positive image of the ***organisation*** is maintained when liaising with the media.
	2.2 Every opportunity is used to promote the organisation, its services and personnel.
	2.3 ***Relevant and succinct information*** is supplied to media when operational responsibilities are under control and when organisational representative is available to talk to the media.
3. Publicise an event	3.1 Relationship is established with media contacts.
	3.2 ***Event*** details and support materials are gathered and presented in a logical, relevant and concise manner to the media.
	3.3 Information provided to media is recorded and maintained.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- attention to detail
- communicating facts in a fluent, clear and interesting manner
- empathy with victims and operational personnel
- liaison with media and other organisation personnel
- media presentation
- prioritisation between operational responsibilities and provision of information to

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media
- public speaking
- retaining professionalism under duress

Required Knowledge

- organisational protocols relating to media liaison, for example legal and organisation requirements relating to:
  - confidentiality
  - libel
  - accuracy
  - discrimination
- role of media in disseminating information
- requirements of media to present information in a newsworthy/informative manner
- requirements of different media:
  - newspapers
  - magazines
  - radio
  - television (local, regional, national media)
- communication skills
- establishing media relationship

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in providing information to media whilst managing operational responsibilities. **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** On the job or in a simulated work environment. **Specific resources for assessment** No special requirements.

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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.

Organisation may include	• Fire • Police • State Emergency Service • Emergency Management
Organisational protocols may include	• organisational policies and procedures • personal presentation being as neat as possible considering the operational circumstances • ensuring media liaison person is fully briefed and prepared • acknowledge support of other organisations • seeking advice from headquarters where appropriate • limiting comments on role of own service • relevant Federal and State legislation and regulations
Liaising with the media may include	• print (local, community, daily newspapers, magazines) • television (live or pre-recorded) • radio (live or pre-recorded)
Operational responsibilities may include	• preservation of life and property, which is the principal concern to all public safety personnel • presenting information relevant to the public
Event may include	• long service to organisation • medal presentation • awarding of certificates • donations/sponsorships/fundraising • recruiting • new equipment • VIP visit • open day • training • unusual rescues • self help information
Media's potential interest may include:	• enormous media event • standard report • human interest • in the public's interest
Media's requirements may include:	• deadlines • capabilities

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- visual and verbal requirements
- types of medium
- variation
- journalists
- amenities
- briefing area
- access to media liaison person
- bilingual personnel and bilingual information

Media may include:

- representatives from mainstream, community and ethnic television
- print and broadcast media

Organisational positive image may include:

- promote the relevance and efficiency of the service
- report the facts
- heroism of personnel
- organisational personnel are co-operative and responsive
- organisational personnel well presented
- handling media in most positive manner in even the most adverse conditions/circumstances

Media opportunity may include:

- opportunity to promote the services
- provide educational information to the public
- airplay

Relevant and succinct information may include:

- information that according to protocol is available for public release
- report facts and avoid speculation
- do not supply classified information
- use language that can be readily understood by all to avoid misinterpretation

Unit Sector(s)

Not applicable.

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PUAEQU001B Prepare, maintain and test response equipment

Modification History

Release	TP version	Comments
3	PUA12 V2.1	Editorial changes.
2	PUA12 V1	Layout adjusted. Application and Evidence Guide revised.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency to inspect, maintain and test a range of equipment according to organisation's procedures.

Application of the Unit

This unit applies to workers who have either a primary role in the maintenance of equipment or are required to test and maintain equipment as part of an operational role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAFIR215 Prevent injury (Fire sector specific)

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is

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of Competency.	detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Inspect response equipment	1.1 Equipment is ***inspected*** in accordance with ***organisation's procedures.***
	1.2 Missing parts are identified and reported according to organisation's procedures.
	1.3 Faulty or damaged equipment is reported and recorded in accordance with organisation's procedures.
2. Test response equipment	2.1 Equipment is tested according to approved procedures and is fit for purpose according to ***organisation's standards.***
	2.2 Test results are ***recorded*** according to regulatory and organisation's requirements.
	2.3 Defective equipment and sub-standard performance is reported and recorded according to organisation's procedures.
3. Clean, maintain and restow equipment	3.1 Equipment is cleaned, maintained, assembled and stowed according to organisation's procedures.
	3.2 Equipment records are updated according to organisation's procedures.
	3.3 Equipment is recovered, restowed and made ready for future use.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- comply with material safety data sheets
- inspect equipment according to organisation's procedures
- safely use cleaning agents and chemicals
- service and clean equipment according to organisation's procedures
- test equipment according to organisation's procedures

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Required Knowledge

- identification of equipment
- occupational health and safety policy relevant to the maintenance, servicing and testing of equipment
- organisation's policies and procedures concerning the use, testing, cleaning and servicing of response equipment
- relevant parts of environmental legislation relating to waste water run off/pollution
- safe working practices when maintaining, servicing and testing equipment

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence can be demonstrated in organisational procedures for inspection testing, cleaning and servicing of response equipment. **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency must be assessed in the context of applying organisation's procedures to equipment used in the workplace. **Specific resources for assessment** Access to relevant equipment is required.

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.

Organisational procedures may include:	• regulatory requirements • equipment manufacturer’s specifications and procedures • Australian Standards • industry practices • occupational health and safety requirements

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Organisational procedures may be specified in:	• maintenance schedules • operational directives • organisation's procedures • manufacturer's manuals • operations manuals • quality system documentation • induction documentation • workplace notices • operator's manual
Reporting/recording procedures may include:	• Verbal • record sheets or books • computer data bases • card systems • microfiche systems • maintenance schedules
Organisation's standards may include:	• Australian Standards • state/territory or federal standards • industry standards • manufacturer's procedures • international standards
Response equipment may include:	• ropes • hand tools • hoses • branches and nozzles • ladders • pumps • rescue tools • salvage tools • protective clothing and equipment • breathing apparatus • forcible entry tools • portable fire extinguishers • drip torches • maps • powered equipment • organisational specialist equipment • chainsaws • communications equipment • knapsacks • lighting equipment • first aid equipment

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	• pumps • equipment required to undertake specific function such as compressor, generator, hydraulic pump • audible warning systems such as sirens, horns • visual warning systems such as lights • light crystal display signs • Global Positioning Systems • vehicle tracking systems • navigational systems
Inspection may include:	• visual, auditory and tactile inspection to identify possible operational failure of motorised equipment or seizure or physical failure of equipment
Maintenance may include:	• lubrication checks • pressure checks • fuel and water checks • flow rate checks • sharpening • cleaning • flushing
Faulty/damaged equipment may include:	• inoperative • not fit for purpose • operates ineffectively • defects • anomalies • not clean • physical damage

Unit Sector(s)

Not applicable.

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PUAFIR204B Respond to wildfire

Modification History

Release	TP Version	Comments
2	PUA12 V2	Content reviewed Application of the Unit added Method of assessment added
1	PUA00 V8.1	Primary release on TGA

Unit Descriptor

This unit covers the competency required to respond to a wildfire, work as a safe and situationally-aware member of a crew to attack and extinguish a fire, participate in mop-up and patrol operations, and prepare equipment for the next crew.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

This unit applies to personnel who work as a member of a team. Work at this level is undertaken under direct supervision and instruction.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAFIR215 Prevent injury

Employability Skills Information

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 required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

1. Prepare to respond to fire	1.1 Information about location of fire, ***type of wildfire*** and most effective route to the fire is obtained, taking into account local conditions. 1.2 Personal protective clothing and equipment, and food and fluid requirements are identified and relevant preparations undertaken prior to departure as per organisational standards.
2. Proceed to fire	2.1 Location of the fire and ***type of fuel*** is confirmed on approach. 2.2 Access to the area is gained safely without damage to vehicles and equipment, and minimum damage to the environment. 2.3 ***Evidence relevant to fire cause*** is noted and brought to the attention of the supervisor. 2.4 ***Indicators of fire behaviour*** are observed and communicated to supervisor.
3. Obtain and use firefighting equipment and extinguishing media	3.1 Nominated ***extinguishing media*** and ***firefighting equipment*** are located and obtained. 3.2 Equipment is used in accordance with organisational and manufacturer's procedures.
4. Combat wildfire	4.1 Instructions are received, ***firefighting strategies and tactics*** are confirmed and implemented in accordance with organisational safe work practices and procedures. 4.2 ***Suppression techniques***, equipment and extinguishing media appropriate to wildfire conditions are used. 4.3 Control lines are prepared in accordance with supervisor’s instructions. 4.4 Equipment is positioned, made ready for use and protected from damage in accordance with

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	organisational procedures.
	4.5 Fire is attacked taking into account ***wildfire hazards*** as directed and in accordance with organisational procedures.
	4.6 Evidence of fire cause and area of fire origin are protected.
	4.7 ***Communication*** is maintained at all times in accordance with organisational procedures.
5. Observe and react to wildfire and weather conditions	5.1 Conditions at the fire are observed and their effect on fire behaviour and development are noted and reported to supervisor.
	5.2 ***Weather conditions*** and changes to fire behaviour are observed and reported to supervisor.
	5.3 ***Variations in topography***, ***fuel features*** and fuel arrangements are observed and effect on fire behaviour is reported to supervisor as required.
	5.4 ***Escape routes*** and ***safety zones*** are identified and maintained at all times.
	5.5 Communication is maintained with other firefighting personnel and supervisor throughout operational activities.
6. Participate in mop-up and patrol activities and support operations	6.1 Mopping-up activities are carried out in accordance with organisational procedures.
	6.2 Patrol of the perimeter or sector of the fire is maintained in accordance with organisational procedures.
	6.3 Activities to ***support firefighting operations*** are carried out in accordance with organisational procedures.
7. Recover and store equipment	7.1 Equipment and ***consumables*** are recovered as directed.
	7.2 Equipment is stored in accordance with organisational procedures.
	7.3 Cleaning and maintenance are carried out in accordance with organisational procedures.
	7.4 Damaged or lost equipment is reported in accordance with organisational procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

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Required Skills

- detect hot spots, hazardous trees, unsecured wildfire perimeter
- undertake dry and wet wildfire attack
- use wildfire control tools and equipment
- work as a member of a team

Required Knowledge

- communication on the fireground
- extinguishing media, water, foam, suppressants
- fire behaviour (fuel, weather and topography)
- health and fitness requirements
- hygiene and wellbeing
- organisational operating procedures
- safe work practices
- wildfire control tactics and techniques
- wildfire hazards, safety techniques

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- react to changing wildfire behaviour due to changes in weather, topography and fuel conditions
- use firefighting equipment
- participate in dry wildfire control
- use extinguishing media in wildfire control
- maintain health and safety of self, other workers and people in the immediate work area
- participate in mop-up and patrol
- undertake operational activities safely

Consistency in performance

Competency should be demonstrated over time in a range of actual and/or simulated field-based workplace environments.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in an agency approved simulated and/or field-based workplace environment.

Specific resources for assessment

Access is required to:

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- controlled or contained fires and/or simulated workplace environment
- firefighting equipment and extinguishing media

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an industry-approved simulated workor in an agency-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions

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.

Type of wildfire must include:	• crown • ground • surface
Type of fuel may include:	• crop • forest • grass • heath • peat, coal and combustible soils • plantation • scrub
Evidence relevant to fire cause may include:	• fresh vehicles tracks • items or objects at scene • nature and behaviour of fire at the scene upon arrival

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	• nature and colour of smoke and number of columns • people and vehicles leaving the scene • whether gates on access routes to the fire are closed, opened or locked
Indicators of fire behaviour may include:	• flame height and length • noise • rate of spread • smoke colour and density • spotting
Extinguishing media must include:	• water
and may also include:	• Class A foam • retardants • soil • wetting agents
Firefighting equipment must include:	• drip torch • hand tools • hose and small gear • knap sack • pump • tanker
and may also include:	• chainsaw • ropes and lines
Firefighting strategies must include:	• defensive • direct attack • indirect attack • offensive: • parallel attack
Firefighting tactics may include:	• backburning • burning out • contol line construction • mopping-up • patrol • use of extinguishing media
Suppression techniques may include:	• dry firefighting • wet firefighting
Wildfire hazards may include:	• burns • disorientation • electrical installations and powerlines • embers

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	• falling branches/trees • fatigue • heat related illness • lack of visibility • machinery/vehicle • manual handling • noise • radiant heat • smoke inhalation • snake or insect bite • sprain or fracture • trips and falls • water bombing operations
Communication may include:	• paging • personal contact • phone • radio • written notes
Weather conditions may include:	• atmospheric stability • relative humidity • temperature • variations to wind speed and direction
Variations in topography may include:	• aspect • elevation • landscape features • slope
Fuel features must include:	• arrangement/distribution • moisture content • quantity • size • type
Escape routes may include:	• prepared tracks • roads • trails • waterways
Safety zones may include:	• bare ground • burnt areas • clearings • rivers • site of a recent wildfire or prescribed burn • static water bodies

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Support firefighting operations may include:	• providing/transporting food, water and equipment for an incident • working with earth moving equipment such as bulldozer, grader, tractor with blade
Consumables may include:	• flagging tape • fuel • rubbish • signs

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s Nil

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PUAFIR209B Work safely around aircraft

Modification History

Release	TP Version	Comments
2	PUA12 V2	Application of the Unit added Unit revised to reflect current work requirements Method of assessment added
1	PUA00 V8.1	Primary release on TGA

Unit Descriptor

This unit covers the competency required to apply safe work practices when operating in or around aircraft at an airbase and when engaged in a range of non-specialist, air operations activities.

Aviation operations occur in a heavily regulated environment. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

This unit applies to personnel performing primary aviation roles within the Australasian Inter-service Incident Management System (AIIMS) and all other aviation support roles when operating in or around aircraft. The primary AIIMS aviation roles that require this unit are Air Operations Manager, Aircraft Officer, Air Observer, Air Attack Supervisor and Air Base Manager.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Work safely in the vicinity of aircraft**	1.1 ***Briefing*** is received prior to deployment or whenever circumstances relevant to their safety or current tasking have changed. 1.2 Briefing on work to be undertaken is undertaken in an ***appropriate location***. 1.3 ***Suitable visible clothing and protective equipment*** are used. 1.4 ***Appropriate precautions*** and clearances are followed when operating on or near aircraft movement areas. 1.5 Any approach to an operating ***aircraft*** is made according to ***organisational aircraft approach procedures***, from an angle visible to the pilot or flight crew and with approval of the pilot or flight crew. 1.6 Adequate clearance is maintained from propellers, rotors and/or turbine engines, exhaust gases and engine intakes. 1.7 Typical manoeuvring patterns of aircraft are anticipated through ***activities***. 1.8 Any instructions or signals from pilots or ***staff controlling aircraft*** are complied with 1.9 ***Site hazards*** are identified.

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ELEMENT	PERFORMANCE CRITERIA
2. **Facilitate safe ground support**	2.1 Appropriate precautions are observed when positioning vehicles or equipment close to aircraft. 2.2 Aircraft design features are respected while boarding, loading or handling aircraft. 2.3 Instructions from pilots and organisational staff coordinating aircraft operations, and organisational procedures and placards are followed during ground support operations. 2.4 Aircraft loading is conducted under pilot or flight crew member supervision and appropriate weight, balance and loading system are complied with. 2.5 Areas are designated and separated according to site features and the specific operations being conducted. 2.6 Fitting of equipment to an aircraft is conducted under pilot supervision in accordance with appropriate regulatory approvals. 2.7 Aircraft fuels, oils, and supplies are stored and handled according to regulatory requirements and organisational procedures. 2.8 Any suspected defects or hazards to aircraft or equipment are reported to pilot or other appropriate supervisor. 2.9 Appropriate aerodrome regulations are complied with.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- using specialist aviation support equipment

Required Knowledge

- aerodrome familiarisation
- aerodrome working and lighting
- aircraft familiarisation
- aircraft movement characteristics
- aircraft performance, operation, loading and refuelling precautions

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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

Assessment must confirm the ability to:

- comply with regulatory requirements and organisational procedures
- identify hazards and precautions effected on a consistent, conscious and continuing basis
- implement procedures for unusual events
- take action with an overriding concern for safety and quality rather than minimal observance of requirements.

Consistency in performance

Competency should be demonstrated over time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed on-the-job or in a simulated work environment.

Specific resources for assessment

Access is required to:

- actual or simulated aircraft and aerodrome facilities

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an agency-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions

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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.	
Briefing must include:	• situation • mission • execution • administration • command and communications • safety • questions

Appropriate location must include:	• area that is:
	  • free of distractions (movement, noise)
	  • safe
	  • convenient to subsequent deployment needs
	  • necessary facilities and equipment

Suitable visible clothing and protective equipment may include:	• fire extinguisher • first aid kit • head, hand, eye, ear and foot protection • high visibility overalls/vests • protective overalls • respiratory protection • signalling devices, lighting or beacons
Appropriate precautions may include:	• advisory instructions • avoiding obstructions/hazards and navigation aids • clearances (radio) • fixed wing and helicopter marshalling • ground markings/lighting • light signals • observing aerodrome limits
Aircraft may include:	• aeroplanes • helicopters • unmanned aerial vehicles • other airborne vehicles
Organisational aircraft approach procedures include:	• complying with operational placards • complying with pilot or flight crew instructions • maintaining visibility with pilot or flight crew

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Activities may Include:	• circuit procedures • ground manoeuvring capabilities • special procedures (such as at night or in poor weather) • take-off, approach and landing characteristics
Staff controlling aircraft may include:	• aircraft coordinating personnel • flight crew • ground support supervisor • pilot
Site hazards may include:	• dust • level of visibility • livestock • masts/aerials • native fauna • public • terrain • trees • weather conditions • wires/powerlines/fences

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Not applicable.

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PUAFIR215 Prevent injury

Modification History

Release	TP Version	Comments
2	PUA12 V2.1	Editorial changes.
1	PUA12 V2	New unit.

Unit Descriptor

This unit covers the competency required to identify and avoid workplace hazards and risks, to maintain personal safety and to report identified issues to supervisors and team members.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

This unit is designed as an introduction to safe work practices and is specifically relevant to a workplace requiring people to be involved in incidents, prescribed burning and/or operational aspects of emergency management.

This unit applies to personnel who work as a member of a team. Work at this level is undertaken under direct supervision and instruction.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

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 required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify workplace hazards and risks, and advise others	1.1 Procedures and practices are followed to identify ***hazards*** and ***risks*** in the ***workplace***. 1.2 Identified hazards and risks in the work area are communicated to team members and supervisors. 1.3 Identified factors which may create or escalate the immediate risk to life, property or the environment are reported.
2. Implement hazard and risk control procedures	2.1 Appropriate ***personal protective clothing and equipment*** is selected and donned in accordance with organisational procedures. 2.2 Appropriate procedures for dealing with hazards and ***controlling risks*** in the workplace are followed in accordance with work health and safety guidelines and organisational procedures. 2.3 Equipment appropriate for dealing with a hazard is selected for use and checked in accordance with standard operating procedures. 2.4 Personal health and welfare is managed in accordance with organisational policy.
3. Monitor effectiveness of hazard and risk control procedures	3.1 Situation is monitored to ensure the continued effectiveness of the hazard and risk control procedures. 3.2 ***Changes in incident behaviour and conditions*** are reported immediately to supervisor. 3.3 Activities and ***debriefings*** regarding hazard and risk control procedures are participated in as appropriate.

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- apply safe work practices in accordance with organisational work health and safety policies and procedures
- identify typical hazards and risks in the workplace, and apply control measures
- select equipment pertinent to incidents, prescribed burning and/or operational aspects of emergency management
- select personal protective clothing

Required Knowledge

- basic principles of risk assessment
- methods of hazard and risk control and reporting, and debriefings
- occupational hazards and risks encountered in the workplace
- organisational health and fitness guidelines
- personal protective clothing and equipment requirements
- risk control measure such as eliminate, isolate and substitute
- signs of fatigue, heat related illness, dehydration, fatigue and stress
- situational awareness
- welfare management, such as signs of occupational stress, limiting stress, dealing with stress and seeking assistance

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

Assessment must confirm the ability to:

- correctly identify hazards and risks in the workplace
- apply organisational procedures including the correct selection and use of personal protective equipment and clothing
- advise and report workplace hazards and risks, and apply and monitor control measures

Consistency in performance

Competency should be demonstrated over time in a range of actual or simulated workplace environments.

Context of and specific

Context of assessment

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resources for assessment	Competency should be assessed on-the-job and/or in a range of simulated environments. **Specific resources for assessment** Access is required to: • appropriate protective clothing and equipment organisational procedures.
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an agency-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

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.	
Hazards may include:	• aerial retardant drops • aircraft • broken terrain • biological, bites, infections, stings • chemicals • confined space • electricity • entrapment • environmental • falling objects • explosions

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	• structural collapse • subsidence • water load • fire • flood, storm and tempest rescues • hazardous chemicals • heavy machinery • manual handling • personal • dehydration • heat stress • psychological such as critical incident stress, shock • prescribed burning activities • travelling in vehicles • vehicle and industrial rescue/extrication
Risks may include:	• damage to property and environment • injury to self and/or team members • loss of life and property
Workplace may include:	Locations where activities and operations may occur such as: • confined spaces • mobile property • open spaces • public and private property (including crown land) • structures • water
Personal protective clothing and equipment must include:	• emergency response clothing
and may also include:	• chainsaw chaps • chemical protective clothing • eye, ear and head protection • face shield • personal accessories kit • personal distress units • personal lines • respiratory protection
Controlling risks must include:	• adequate food, fluid and other welfare needs during operations • appropriate training • eye, sight, hearing protection

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	• fire blankets/roll over protection • goggles, face shield, hearing protection and chainsaw chaps • hierarchy of control • safety warning signs • use of clothing and equipment to provide protection
Changes in incident behaviour and conditions may include:	• environmental conditions • escalation of incident
Debriefings may include:	• end of incident • end of shift

Unit Sector(s)

Not applicable.

Custom Content Section

Not applicable.

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PUAFIR303B Suppress wildfire

Modification History

Release	**TP Version**	**Comments**
2	PUA12 V2	Application of the Unit added Unit revised to reflect current work requirements Context of Assessment revised Method of assessment added
1	PUA00 V8.1	Primary release on TGA

Unit Descriptor

This unit covers the competency required to work as a situation-aware member of a crew to apply appropriate fire control strategies and safe work practices to extinguish a wildfire, participate in mop-up and patrol operations, and prepare equipment for the next crew.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

This unit applies to personnel who work as a member of a team. Work at this level is often undertaken without direct supervision and instruction. There may be some level of supervision of other members of the crew at this level.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAFIR204B Respond to wildfire

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Receive and report details of wildfire	1.1 Details of the wildfire including its location, ***type***, behaviour and development are received and recorded.
	1.2 Fire details are reported in accordance with organisational procedures.
2. Prepare to respond to fire	2.1 Location of the wildfire is confirmed and the safest effective ***access*** route is determined.
	2.2 ***Personal protective clothing and equipment***, apparel, food and water are obtained before departure, in accordance with organisational requirements.
	2.3 Most appropriate method of transport to the wildfire is selected and used.
3. Proceed to fire	3.1 Location of the wildfire is confirmed by observation or from instructions while on approach.
	3.2 Access to area is determined and achieved without injury to personnel or damage to vehicles, equipment or ***environmentally sensitive areas***.
	3.3 Evidence observed on approach relevant to wildfire cause is noted and brought to the attention of the appropriate authority.
	3.4 ***Navigational aids*** are used for planning and operational purposes.
4. Protect people and assets	4.1 As far as conditions allow, number, location and safety of people and ***assets*** in the threatened area is determined and assessed.

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	4.2 Appropriate ***protective procedures*** are implemented under direction, to protect persons in the path of a wildfire.
	4.3 Access by the public and personnel to hazardous locations is controlled as directed and in accordance with organisational procedures.
	4.4 Defensibility of property is considered and, if appropriate, assistance is provided to help occupiers.
	4.5 Safety of people and assets in the threatened area is monitored during the course of the fire.
	4.6 Safety of people and security of assets in the area is checked and reported after the passing of the fire.
5. Combat wildfire	5.1 Access to the area of operations is gained in the safest and most effective manner.
	5.2 Notification of arrival and appropriate report is provided.
	5.3 Briefing is received including area of operations, strategies and tactics to be employed.
	5.4 Most suitable location to commence wildfire control operations is selected.
	5.5 ***Firefighting media and equipment*** are selected and used effectively and safely in accordance with organisational procedures.
	5.6 ***Fire hazards*** are identified and action taken to minimise the risk of injury to the public, personnel and self.
	5.7 ***Firefighting strategies*** are implemented to achieve objectives in accordance with organisational procedures.
	5.8 Fire control activities are undertaken to minimise overall damage and impact on assets and the environment.
	5.9 ***Potential fire behaviour*** is considered and acted upon to ensure safety and achievement of objective.
	5.10 ***Fuel***, ***weather*** and ***topographical factors*** are observed and potential fire behaviour anticipated.
	5.11 Communication is maintained with supervisor and other firefighters in the work area.
	5.12 ***Fire reports*** are provided to supervisor as required.
	5.13 Area of origin and ***evidence of fire cause*** are protected and brought to attention of supervisor or relevant authority.
	5.14 ***Escape routes*** and ***safety zones*** are established

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	and communicated to personnel.
6. Conduct mop-up and patrol activities	6.1 Mop-up activities are carried out in accordance with guidelines and conditions. 6.2 Patrol of the perimeter or sector of the fire is maintained in accordance with organisational procedures and guidelines.
7. Recover and maintain equipment	7.1 Equipment is made up and made ready for operational use in accordance with organisational procedures. 7.2 Damaged or missing equipment is replaced, recorded and/or reported in accordance with organisational procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate effectively in writing and orally
- detect hot spots and hazardous trees
- interpret fire weather, fuels and terrain and predict the likely impact on fire behaviour
- mop-up
- read maps
- receive briefings and confirm instructions
- undertake back burning and burning out
- use wildfire control tools and equipment
- work as part of a team

Required Knowledge

- defensive/offensive firefighting strategies and tactics:
  - asset protection
  - backburning and burning out
  - control lines and firebreaks
  - defendable space
  - direct, indirect, parallel attack
  - fire attack procedures
  - lighting patterns
  - standard operating procedures; reporting; patrol; mop-up
  - wet, dry firefighting
- fire behaviour:

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    - fire development
    - flame height and intensity
    - rate of spread,
    - junction zones
    - spotting
- firefighting protocols
- fireground hazards
- fire weather conditions and impact on fire behaviour:
    - atmospheric stability
    - relative humidity
    - temperature
    - wind speed and direction
- fuel and its impact on fire behaviour
    - moisture content, quantity, type, arrangement and distribution,
    - size, drought effect, curing
- organisational first aid requirements
- organisational procedures for dealing with injury
- protection of area of origin and evidence of fire cause
- safety near vehicles and machines
- terrain and physical feature and their impact on fire behaviour and suppression:
    - aspect
    - fuel variations
    - slope
    - weather variations

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

Assessment must confirm the ability to:

- anticipate and react to changing wildfire behaviour
- observe and react to weather behaviour
- accurately assess whether or not it is safe to defend assets
- undertake dry wildfire control activity
- monitor effectiveness of tactics
- use firefighting equipment and extinguishing media
- maintain safety and health of self, other workers and

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	people in the wildfire area • use communication equipment • read maps • protect area of origin and evidence of fire cause **Consistency in performance** Competency should be demonstrated over time in a range of actual and/or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Evidence of performance at a wildfire or prescribed burn is required for attainment of Elements 5 and 6 of this unit. The remaining elements should be assessed in an agency approved field-based environment or simulation. **Specific resources for assessment** Access is required to: • access to wildfire or prescribed burns and/or approved field-based environment • firefighting equipment and extinguishing media
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an agency-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for

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different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.	
Types must include:	• crown • ground • surface
Access may include:	• aircraft • boat • foot • vehicle

Environmentally sensitive areas may include:	• areas of:
	  • fragile soils
	  • native flora and fauna
	  • rare and endangered species
	  • threat to water quality

Navigational aids must include:	• maps
and may also include:	• aerial photographs • compass • global positioning systems
Assets may include:	• area of rare or sensitive flora and fauna • buildings • culturally significant sites • crops • plantations • property • public lands • stock • utilities and infrastructure (rail, power and telephone lines, water supply structures, communications towers, bridges)
Protective procedures may include:	• alerts and warnings • in-situ protection • relocation
Firefighting media must include:	• water
and may also include:	• Class A foam • earth • fire suppressants (short and long term) • retardants

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	• wetting agent
Firefighting equipment must include:	• driptorch • hand tools • hose and small gear • pump • tanker
and may also include:	• aircraft • chainsaw • earth moving machinery • knap sack • ropes and lines
Fire hazards must include:	• burns • disorientation • environmental • falling branches and trees • falling objects • fatigue • heat-related illness (heat exhaustion and dehydration) • lack of visibility • manual handling • mine shafts • rolling objects • smoke inhalation • snake or insect bite • sprain or fracture • trips/falls • water bombing operation
Firefighting strategies must include:	• combination attack • combined strategy • defensive strategy • direct attack • indirect attack • mop-up • offensive strategy • parallel attack • patrol
Potential fire behaviour may include:	• fire development • flame height and intensity • fuel load and arrangement • rate of spread

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	• spotting • change due to terrain, topography • change due to weather conditions - winds, fire whirls

Fuel may include:	• crop
	• forest
	• grass
	• heath
	• plantation:
	  • stage 1 – post establishment
	  • stage 2 – pre-canopy closure
	  • stage 3a – canopy closure (unpruned)
	  • stage 3b – canopy closure (pruned)
	  • stage 4 – thinned
	  • stage 5 – mature
	  • stage 6 – harvesting/clear felling
	• scrub

Fuel factors which may impact on fire development must include:	• arrangement/distribution • effects of drought • moisture content • quantity • seasonal effects • size • topography • type
Weather factors which may impact on fire development must include:	• anabatic winds • atmospheric stability • cold fronts • diurnal variations • katabatic winds • land breezes • local effects • relative humidity • sea breezes • temperature • vegetation edge effects • wind changes • wind direction and speed
Topographical factors which may impact on fire development must include:	• aspect • elevation • local wind effects

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	• slope • wind turbulence
Fire reports may include:	• effectiveness of strategies and tactics • fire behaviour • number and status of resources • safety and hazards • weather • welfare of personnel • work achieved and required
Evidence of fire cause may include:	• fresh vehicles tracks • nature and behaviour of fire at the scene upon arrival • nature and colour of smoke and number of columns • people and vehicles leaving the scene • whether gates on access routes to the fire are closed, opened or locked
Escape routes may include:	• prepared tracks • roads • trails • waterways
Safety zones may include:	• bare ground • burnt areas • clearings • rivers • site of a recent wildfire or prescribed burn • static water bodies

Unit Sector(s)

Not applicable.

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PUAFIR309B Operate pumps

Modification History

Release	**TP Version**	**Comments**
2	PUA12 V2	Content reviewed Application of the Unit added Unit revised to reflect current work requirements Method of assessment added
1	PUA00 V8.1	Primary release on TGA

Unit Descriptor

This unit covers the competency required to operate a portable and/or appliance-mounted pump at an incident.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

This unit applies personnel responsible for operating centrifugal, appliance-mounted and portable pumps and foams systems at an incident. Typically, this work requires the application of the basic principles of hydraulics i.e. the study and behaviour of water.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAEQU001B Prepare, maintain and test response equipment

And one of the following four units:

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PUAFIR203B Respond to urban fire

OR

PUAFIR218 Respond to isolated structure fire

OR

PUAFIR204B Respond to wildfire

OR

PUAFIR205B Respond to aviation incident (specialist)

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare pump to deliver water	1.1 ***Type of pump*** selected is appropriate to the operation/incident. 1.2 ***Suitability of water supply*** for operational purposes is determined. 1.3 Pump is sited and positioned to receive and deliver water supply in accordance with organisational requirements. 1.4 Pump and ***primer*** are engaged in accordance with manufacturer guidelines and ***organisational procedures***. 1.5 Appropriate ***foam agents*** and ***foam equipment*** are prepared for the production of foam at an incident, where required.
2. Operate pump	2.1 Pump components, ***ancillary equipment*** and principles of operation are utilised to draught water from a ***static supply*** to boost water from a ***reticulated supply*** and/or to deliver water from the

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	appliance tank in accordance with appliance capability.
	2.2 Pump operation is in accordance with manufacturer specifications, organisational procedures and workplace health and safety (WHS) guidelines
	2.3 ***Principles of hydraulics*** are considered when determining pump settings.
	2.4 Pumps are operated and ***observed*** to ensure that pressure and flow meet operational requirements and that safety to personnel is maintained.
	2.5 Pump performance is monitored and maintained to ensure maximum efficiency of operation, to detect and correct pumping and safety problems, and to take appropriate action in accordance with organisational procedures.
	2.6 Pump operations are carried out avoiding injury to personnel and damage to equipment and facilities.
	2.7 Mechanical malfunctions are reported to supervisor according to organisational procedures.
3. Conclude pump operations	3.1 Pump operations are concluded in accordance with organisational procedures.
	3.2 Ancillary equipment is collected and stowed in accordance with organisational requirements.
	3.3 Maintenance procedures and checks are undertaken to ensure pump and ancillary equipment are serviceable in accordance with organisational requirements.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- operate a pump using gauges and controls
- position a pump
- prime and operate a pump
- supply water to a location by use of a relay pump

Required Knowledge

- determination of water supply capacity
- discharge and flow rates
- hand signals to indicate water and pump requirements

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- positioning pumps
- jet reaction
- power train for pump
- principles of hydraulics (flow and pressure)
- principles of priming and operating pumps
- pump components and their principles of operation
- pump gauges and controls
- relay pumping
- simple hydraulic calculations including friction loss
- types of foam concentrate
- types of pumps and primers

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

Assessment must confirm the ability to:

- maintain water supply to branch operators
- maintain appropriate levels of pressure
- respond appropriately to changing circumstances
- when using foam, supply/deliver the correct proportion of foam and water and maintain supply of foam concentrate
- when pumping from an appliance tank, monitor levels of water remaining in appliance tank to ensure minimum levels for crew protection
- pump without injury to personnel or damage to equipment

Consistency in performance

Competency should be demonstrated over time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed on-the-job and/or in a range of simulated environments.

Specific resources for assessment

Access is required to:

- range of pumps

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Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an agency-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

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.	
Type of pump may include:	• appliance-mounted pumps • centrifugal • ejector • free-standing, trailer or vehicle-mounted • multi-stage centrifugal • peripheral • petrol or diesel driven • portable pumps • positive displacement • series/parallel centrifugal • single-stage centrifugal • water turbine
Suitability of water supply may include:	• capacity • pressure • salinity • turbidity
Primer may include:	• diaphragm • exhaust ejector

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	• force pump • rotary gear • rotary vane • water ring
Organisational procedures may include:	• fireground procedures • maintenance procedures and checks • manufacturer specifications • WHS guidelines • pumping practices • service procedures • standard operating procedures • training manuals
Foam agents may include:	• alcohol resistant type foam • aqueous film forming foam • Class A foam • protein foam
Foam equipment may include:	• Class A foam systems • Class B foam systems • compressed air foam system • electronic foam systems • foam-making branch pipes • high back-pressure (sub-surface injection) foam system • high expansion foam equipment • in-line inductors • in-line foam generators • medium expansion foam equipment • pick-up tubes • pressure-balanced foam systems • round-the-pump proportioners
Ancillary equipment may include:	• adaptors and matching pieces • breechings • couplings • delivery hose • hose clamps • hydrant tools and openers • ropes/lines • standpipes • suction hoses, spanners, strainers, baskets
Static supply may include:	• dams • lakes

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	• portable dams • reservoirs • rivers • seawater • swimming pools • tanks
Reticulated supply may include:	• distributary mains • reticulation mains • trunk mains
Principles of hydraulics may include:	• discharge and flow rates • friction loss • head pressure calculations • jet reaction • required branch and nozzle pressures
Observed may include	• branch operator activities, where possible • checking water supply levels • monitoring of gauges and warning lights • pump operators working on other units when relay pumping • use of pressure relief valves and transfer valves • use of pump performance charts or tables illustrating information such as optimum nozzle pressure and friction loss

Unit Sector(s)

Not applicable.

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PUAFIR412 Conduct simple prescribed burns

Modification History

Release	TP Version	Comments
2	PUA12 V2.1	Editorial changes.
1	PUA12 V2	New unit.

Unit Descriptor

This unit covers the competency required to prepare, conduct and evaluate simple prescribed burns in accordance with approved burn plans.

A prescribed burn is the controlled application of fire under specified environmental conditions to a predetermined area and at the time, intensity and rate of spread required to attain planned resource management objectives.

A simple prescribed burn is characterised by low risk, low intensity, small area, low potential impact on assets, completion in one shift and minimal variation of fuel and terrain.

A prescribed burn plan is an approved plan for the conduct of prescribed burning, includes a map identifying the area to be burned and incorporates the specifications and conditions under which the operation is to be conducted.

Compliance with legislative requirements will be required.

Application of the Unit

This unit applies to personnel responsible for preparing, conducting, and evaluating a simple prescribed burn on public and private land.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAFIR303B Suppress wildfire

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to burn	1.1 ***Burn plan*** operations are identified for the ***type of burn*** required in accordance with organisational procedures and legislative requirements.
	1.2 ***Contingency plan*** is developed based on ***local conditions at the time of burn*** and communicated to all personnel.
	1.3 Permits are obtained in accordance with organisational procedures and legislative requirements.
	1.4 Burn notifications and plans are issued to ***person/s or organisations*** in accordance with organisational procedures and legislative requirements.
	1.5 ***Resource*** requirements are identified with reference to burn plan.
	1.6 Control lines are specified and prepared in accordance with organisational procedures.
	1.7 Required preparatory hazard mitigation and ***asset*** protection works identified in burn plan are completed.
	1.8 ***Weather conditions*** are monitored.
2. Conduct burn	2.1 Day of burn notifications are issued.
	2.2 Pre burn checks are conducted.
	2.3 Resources are gathered and personnel briefed and deployed in accordance with burn plan.
	2.4 ***Lighting techniques and patterns*** are implemented

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	in accordance with plan or organisational procedures. 2.5 Burning is ***monitored*** to ensure safety and operational changes are made as required. 2.6 Contingencies are implemented in accordance with prescribed burn plan as required. 2.7 Burn records are kept in accordance with organisational procedures. 2.8 Burn operations are ***concluded and burn security*** is implemented in accordance with organisational requirements. 2.9 Crews are debriefed and resources released from the burn. 2.10 Incidents are reported and investigated in accordance with organisational procedures.
3. Conduct post burn activities	3.1 ***Outcomes of the burn*** are assessed and reported. 3.2 Variations from the burn plan are reported in accordance with organisational procedures. 3.3 ***Restoration and rehabilitation works*** are identified and/or carried out in accordance with organisational requirements. 3.4 Prescribed burn activities are recorded in accordance with the organisational procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- apply fuel sampling methods
- conduct briefings and debriefings
- establish control lines for prescribed burns
- interpret a simple prescribed burn plan
- interpret existing and forecast weather conditions
- interpret fire behaviour conditions
- monitor patrol activities
- monitor the burn
- plan for contingencies
- use fire prediction tools

Required Knowledge

- fire prediction tools

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- fuel sampling methods
- ground ignition patterns and techniques
- legislative and organisational authorisations required for conducting a burn
- legislative and organisational policy and procedures for conducting a prescribed burn
- procedures for monitoring prescribed burns and securing burn
- resource requirements
- safe work practices
- seasonal restrictions on prescribed burns
- types of prescribed burns

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

Assessment must confirm the ability to:

- implement a simple burn plan for a designated area
- conduct an effective operational briefing and debriefing
- conduct a safe and effective burn, utilising the appropriate resources and recording actions taken
- conclude activities once the burn is completed

Consistency in performance

Competency should be demonstrated in a range of actual and/or field-based workplace environments.

Context of and specific resources for assessment

Context of assessment

Evidence collected from undertaking a simple prescribed burn is required.

Specific resources for assessment

Access is required to:

- simple prescribed burn plans
- fire management plans
- lighting equipment
- suppression equipment
- lighting and suppression crews

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training

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environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an agency-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions

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.	
Burn plan includes:	• approval of the plan for the conduct of prescribed burning • map identifying the area to be burned • specifications and conditions under which the operation is to be conducted
Type of burn must Include:	• Simple prescribed burn, characterised by low risk, low intensity, small area, low potential impact on assets, completed in one shift and involves minimal variation of fuel and terrain
Contingency planning may include:	• dealing with escapes • resource breakdowns • resource requirements • safety considerations (e.g. escape routes and safety zones) • special resources/secondary control lines • wind changes
Local conditions at the time of burn may include:	• actual or anticipated changes in conditions • weather conditions (temperature, relative humidity, wind, atmospheric stability, drought index, weather forecasts, fire danger index)

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Person/s or organisation/s may include ***:***	• people or organisations who • have an interest in adjacent land to which a burn could spread • have an interest in managing the consequences of a burn • have an interest in specific assets • have an interest in the area to be burned • may be concerned by evidence of a burn
Burn notifications may include:	• verbal notification • written notification
Resources may include:	• contingency resources • crews for control and suppression • crews for ground ignition • equipment and supplies • logistical support • other vehicles • tankers
Assets may include:	• area of rare or sensitive flora and fauna • buildings and other property • camps or recreational areas • crops • cultural values • historic relics • machinery • plantations • research plots, reference areas • stock • utilities (power and telephone lines, water supply structures, communications towers)
Weather conditions must include:	• relative humidity • temperature • wind
Lighting techniques and patterns may include:	• contour lighting • echelon • grid • line • multi-line • spot
Monitoring burn may include:	• fire shape and spread • flame height • fuel moisture content

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	• predictions • rate of spread • recording • safety considerations • smoke development • weather observation • wind speed and direction
Concluding operations and burn security may include:	• black out • mitigating hazards for public safety e.g. checking trees for falling limbs • mop-up • patrolling burn area • reopening roads
Outcomes of the burn may include:	• achievement of burn objectives • escapes • external impacts • levels of scorch • percentage of area burnt
Restoration and rehabilitation works may include:	• restoring areas disturbed by machinery • revegetating control lines • repairing fences • revegetation of damaged areas • restoring vehicle track damage

Unit Sector(s)

Not applicable.

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PUAFIR413 Develop simple prescribed burn plans

Modification History

Release	TP Version	Comments
2	PUA12 V2.1	Editorial changes.
1	PUA12 V2	New unit.

Unit Descriptor

This unit covers the competency required to develop simple prescribed burn plans for specified burn areas and to prepare the plans to achieve identified objectives.

A prescribed burn is the controlled application of fire under specified environmental conditions to a predetermined area and at the time, intensity and rate of spread required to attain planned resource management objectives.

A simple prescribed burn is characterised by low risk, low intensity, small area, low potential impact on assets, completion in one shift and minimal variation of fuel and terrain.

A prescribed burn plan is an approved plan for the conduct of prescribed burning, includes a map identifying the area to be burned and incorporates the specifications and conditions under which the operation is to be conducted.

Compliance with legislative requirements will be required.

Application of the Unit

This unit applies to personnel responsible for the development of simple burn prescriptions.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAFIR303B Suppress wildfire

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify burn areas and burn objectives	1.1 Areas requiring prescribed burning are identified in the ***prescribed burn plan*** in accordance with organisational procedures
	1.2 ***Burn objectives*** and actions required are developed in accordance with organisational procedures
	1.3 ***Target groups*** are identified and consultation process is initiated in accordance with organisational procedures
2. Prepare plans for prescribed burning	2.1 Fuel types and quantities within the burn area are determined
	2.2 Fire behaviour and intensity required to meet burn objectives are determined
	2.3 ***Burn ignition strategies and tactics*** suited to the location and that provide the fire behaviour required to meet objectives, are nominated in accordance with organisational procedures
	2.4 Result of consultation undertaken and input is factored into the planning process in accordance with organisational procedures
	2.5 Legislative requirements are identified and complied with
	2.6 ***Hazards,*** the safety of ***people,*** and protection of ***property***, ***assets,*** and the ***environment*** are taken into account through proposed ignition and control strategies and tactics
	2.7 Required preparatory hazard mitigation and asset

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	protection works are identified
	2.8 Type and quantity of ***resources*** required are identified
	2.9 Conditions for implementation of the strategies and tactics are specified in accordance with organisational procedures
	2.10 Contingencies are outlined in prescribed burn plan
3. Gain prescribed burn approval	3.1 Burn plan is submitted for approval in accordance with legislative requirements and organisational procedures
	3.2 Modifications and amendments to burn plan are made based on feedback received
	3.3 Burn plan approval is gained

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- assess fuel types and quantities
- assess risk
- communicate effectively in writing
- consult and liaise with the community
- predict fire behaviour
- prepare plans
- read maps
- recommend actions to be taken and communicate these actions with others

Required Knowledge

- effects of fire on vegetation, fauna and accumulated fuels
- effects of fire on areas and places of cultural significance
- fire behaviour for fuel type being prescribed
- legislation relevant to the application of prescribed fire
- prescribed burning ignition and suppression strategies
- safe work practices
- organisational procedures
- wildfire hazards

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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

Assessment must confirm the ability to:

- develop timelines for burn planning and conduct of burn
- identify risks and hazards
- develop burn objectives
- develop strategies and tactics to meet burn objectives
- identify actions required to minimise unacceptable impacts of burn preparation and conduct
- identify and consult with target groups

Consistency in performance

Competency should be demonstrated in a range of actual and/or field-based workplace environments.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in an agency approved simulated and/or workplace environment.

Specific resources for assessment

Access is required to:

- area requiring the application of fire under prescribed conditions
- existing management plans and data relevant to the area being prescribed

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an agency-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate

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- journals and workplace documentation
- third party reports from supervisors
- written or oral questions

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.	
Prescribed burn plan includes:	• approval of the plan for the conduct of prescribed burning • map identifying the area to be burned • specifications and conditions under which the operation is to be conducted
Burn objectives may address:	• asset protection • community protection • habitat management • hazard reduction • management of cultural sites and activities • vegetation management
Target groups may include:	• adjacent land owners and/or managers • commercial operations within the impact zone • community groups with specific interests • government organisations including local, state and federal • other groups and people within the prescribing organisation
Burn ignition strategies and tactics may include:	• contingency planning • fire behaviour to be achieved • ignition methods, lighting patterns, sequencing and timing of ignition
Hazards may include:	• adjoining land use, proximity to urban areas • adverse terrain or weather conditions • falling trees and limbs • flammable vegetation • flammable hazardous materials • road traffic
People may include:	• people involved with burn implementation • people on areas adjacent to the burn area • people permanently or temporarily in the burn area

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	• smoke vulnerable communities
Property and assets may include:	• commercial crops or other assets on the burn area • cultural sites, historical buildings, etc. • property and assets adjacent to or within the burn area • stock
Protection of the ***environment*** may include:	• consideration of location of native flora and fauna, including rare and endangered species • safe use of chemical fire suppressants • smoke management • soil conservation • water quality
Resources may include:	• crews for ground ignition and suppression • equipment back-up • ignition and suppression equipment and supplies • logistical support • other vehicles • tankers

Unit Sector(s)

Not applicable.

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PUAFIR501B Conduct fire investigation and analysis activities

Modification History

Release	TP Version	Comments
2	PUA12 V2	Application of the Unit added Unit revised to reflect current work requirements Method of assessment added
1	PUA00 V8.1	Primary release on TGA

Unit Descriptor

This unit covers the competency required to respond to an incident and to undertake a preliminary fire investigation prior to the arrival of a specialist fire investigator.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

This unit applies to personnel required to conduct a fire investigation at a fire or related incident.

This unit is not intended to replace the role of the specialist fire investigator; the role of the specialist fire investigator is encompassed within the PUA60912 Advanced Diploma of Public Safety (Fire Investigation).

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUALAW001B Protect and preserve incident scene

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan fire/incident investigation and analysis activities	1.1 Roles and responsibilities of government and non-government organisations involved at a fire/incident investigation are identified. 1.2 Procedures and ***protocols for the cooperation and coordination of relevant organisations*** involved in the fire/incident investigation are identified, agreed and implemented. 1.3 Strategies required to conduct a fire/incident investigation and analysis are identified and implemented in accordance with organisational procedures. 1.4 Preliminary and background ***sources of information*** concerning the context of the fire/incident investigation is prepared. 1.5 Relevant legislative requirements that impact on the collection and recording of ***evidence*** are identified. 1.6 Evidence and information gathering process at the incident site is planned in accordance with organisational and legislative requirements, environmental conditions and resource availability. 1.7 Required fire investigation equipment and resources for the incident are identified and assembled.
2. Collect, collate and preserve evidence	2.1 ***Methods and techniques of evidence and information collection*** appropriate to the investigation are applied. accordance with legislative requirements 2.2 Various types of evidence and information pertinent

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	to the investigation are recorded and/or collected in accordance with organisational and legislative procedures.
	2.3 Procedures for continuity and ***preservation of evidence*** are followed in accordance with legislative requirements.
	2.4 Appropriate ***packaging*** and identification techniques for the transportation of evidence for the purpose of laboratory testing are followed in accordance with organisational and legislative requirements.
3. Determine origin and cause of fire at incident	3.1 Procedures required to determine the origin and ***cause of fire*** are followed.
	3.2 ***Specialist personnel*** are liaised with to support determination of cause of fire.
	3.3 Assistance is rendered to laboratory personnel and specialist organisations as required, in accordance with organisational procedures.
	3.4 Physical evidence that can lead to the determination of the origin and cause of fire is identified and examined.
	3.5 Preliminary findings are documented and validated in accordance with organisational procedures.
	3.6 Origin and cause of fire are determined.
	3.7 Findings, methodologies, support data and briefing notes are documented in accordance with organisational and legislative procedures.
4. Conduct analysis of incident	4.1 Information relating to incident is gathered in accordance with organisational policies and procedures.
	4.2 Information relating to incident is evaluated in accordance with organisational procedures.
5. Record and report information collected	5.1 Information for a fire/incident investigation is recorded in accordance with the Rules of Evidence and legislative requirements.
	5.2 Information collected for a fire/incident investigation is prepared and documented in a report in accordance with organisational requirements.
	5.3 Report is submitted to supervisor in accordance with organisational requirements.
6. Prepare personnel for proceedings	6.1 Briefings are participated in with counsel as required.
	6.2 Other personnel involved in the proceedings are briefed as required.
	6.3 Additional information and/or clarification of

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	fire/incident investigation procedures/findings are provided as required. 6.4 ***Protocols for giving of evidence*** at a coronial/civil/criminal proceeding are followed.
7. Review and evaluate fire/incident investigation	7.1 Outcomes of proceedings are reviewed to ensure knowledge of investigations, trends and precedents is current. 7.2 Changes to organisational policy and procedures arising from rulings and decisions are formulated and reported. 7.3 Fire/incident cause determination/documentation/ recommendations are forwarded in accordance with organisational procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate effectively verbally and in writing
- conduct briefings
- cooperate with other organisations and community groups
- display evidence gathering techniques
- display evidence packaging techniques
- handle dangerous goods and hazardous substances
- record incident and investigation details

Required Knowledge

- collection of physical evidence
- determining point of origin by deductive evidence
- differences between fire conditions
- differing fire behaviour such as flashover, backdraught
- distinguishing between fires that are accidentally, negligently and deliberately or naturally lit
- examination of the fire scene
- factors affecting fire behaviour
- fatality and criminal involvement procedures
- identification of fire scene hazards
- legal implications of evidence collection and legislative requirements
- motives of the fire setter
- security of the scene, scene contamination and preservation
- use of personal protective clothing and equipment

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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

Assessment must confirm the ability to:

- secure the scene and preserve the evidence
- determine the point of origin and cause of fire
- distinguish between fires that are caused deliberately or accidentally, negligently and naturally lit
- collect evidence in accordance with legislative requirements
- record incident and investigation details in accordance with organisational procedures

Consistency in performance

Competency should be demonstrated over time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed on-the-job or via simulations or exercises.

Specific resources for assessment

Access is required to:

- relevant fire investigation equipment and resources
- real or simulated test fire sites (forest/rural)
- training building with appropriate fire investigation training rooms
- fire crews and pumpers
- thermal detection equipment
- appropriate protective clothing and equipment
- classrooms equipped with computers and appropriate training aids, text and reference materials
- appropriate role play scripts for the appropriate personnel (police, witnesses, barristers, solicitors, forensic scientist, insurance adjustors and investigators).

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training

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environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an agency-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions

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.	
Protocols for the cooperation and coordination of relevant organisations may include:	• advising and cooperating with other agencies • canvassing witnesses • collecting and securing physical evidence • collecting, collating and analysing information • conducting examinations • conducting interviews • making sketches and maps • prepairing reports • producing information • taking notes
Sources of information may include:	• correspondence • databases • incidence mapping • internet • inter-organisational activities • intra-organisational activities • journals

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Evidence must include:	• debris • documents • drawings • electrical appliance/equipment • gas appliance/equipment • manifests • maps • personal notes • physical evidence • plans • sketches • soil
and may also include:	• audio tapes • video tapes
Methods and techniques of evidence and information collection must include:	• advising and cooperating with other agencies • canvassing witnesses • collecting and securing physical evidence • collecting, collating and analysing information • conducting examinations • conducting interviews • making sketches and maps • preparing reports • producing information • taking notes
Preservation of evidence must include:	• maintaining chain of evidence • maintaining log of events • tagging secure encasements
Packaging may include:	• glass receptacles • non-leaching bags • non-lined tins • rigid and non-rigid receptacles
Causes of fire must include:	• accidental • chemical • deliberate • electrical origin • environmental or natural occurrences • flammable liquids • gas • gas explosion • lightning • matches and lighters

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	• mechanical defect • motor vehicles • smoking • spontaneous combustion
Specialist personnel may include:	• arson squad • crime scene police • forensic specialist • insurance investigators • laboratory technicians • lawyers • medical examiners • other relevant authorities
Protocols for giving evidence must include:	• court practices • court procedures • pre-court briefings • rules of evidence

Unit Sector(s)

Not applicable.

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PUAFIR509B Implement prevention strategies

Modification History

Release	TP Version	Comments
2	PUA12 V2	Application of the Unit added Performance Criteria amended to make intent clearer but the intent has not changed Method of assessment added
1	PUA00 V8.1	Primary release on TGA

Unit Descriptor

This unit covers the competency required to implement public safety risk prevention strategies which can be used to reduce the risk to the community.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

This unit applies to personnel required to work with individuals and community groups to implement public safety risk prevention strategies within their area of responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

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 required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Provide advice on prevention strategy	***1.1 Public safety risk prevention strategies*** are identified taking into account available information on hazards and environmental conditions. ***1.2 Assessment of public safety risk prevention strategies*** is conducted against ***organisational criteria***. 1.3 Advice is provided to ***local forums*** on public safety risk prevention strategies in accordance with ***organisational policy and procedures***. 1.4 Type of risk, locality, and protection of life, property and the environment are taken into account in advice provided.
2. Implement and monitor prevention strategies	2.1 Risk prevention activity is implemented in accordance with selected strategies. ***2.2 Communication*** and coordination of prevention activities is implemented with ***relevant authorities and other responsible organisations***. 2.3 Progress reports are provided to ***stakeholders*** in line with organisational policies and procedures.
3. Review implementation of prevention strategies	3.1 Stakeholders are advised of the outcome of the implementation in line with organisational policies and procedures. 3.1 Recommendations are ***documented*** and provided to appropriate personnel as proposed amendments to prevention strategies.

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- analyse needs
- communicate effectively verbally and in writing
- negotiate
- resolve conflicts

Required Knowledge

- emergency management concepts and principles
- legislative requirements relevant to emergency management
- organisational policies and procedures
- organisational documentation (emergency/disaster management plans, standard operating procedures, policies, procedures and guidelines)
- problem solving and decision making techniques
- relevant legislation, regulations and codes of practice
- source of risk (commercial and legal relationships, economic, human behaviour, individual activities, management activities and controls, natural events, political circumstances, technology/technical issues)
- techniques for the prioritisation and evaluation of public safety risk management systems

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

Assessment must confirm the ability to:

- Effectively implement the selected public safety risk prevention strategy.
- Review the effectiveness of these strategies and provide feedback
- Ensure risk prevention strategies implemented by personnel are consistent with the organisation’s community safety policy and approved arrangements.

Consistency in performance

Competency should be demonstrated over time in a range of actual or simulated workplace environments.

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Context of and specific resources for assessment	**Context of assessment** Competency should be assessed on-the-job or in a simulated workplace environment. **Specific resources for assessment** Access is required to: • complex scenarios sufficient to allow evidence to be gathered from a variety of sources and stakeholders on more than one occasion and over an extended period.
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an agency-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions

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.	
Public safety risk prevention strategies may include:	• all aspects of comprehensive emergency management evolved from considering prevention/mitigation • building codes • community restoration • critical incident stress management • emergency management planning • financial support

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	• implementing plans • land use management • legislation and regulation • mobilising resources • mutual aid agreements • preparedness • prescribed burning • public education • response and recovery including safety standards • restoration and reconstruction • training and exercises • warning systems
Assessment of public safety risk prevention strategies may include:	• costs and benefits • deficiencies and limitations • determination of advantages • disadvantages
Organisational criteria may include:	• administrative efficiency • compatibility with other strategies • continuity of effects • effects on economy • effects on environment • effects on individual freedom • equity • jurisdictional authority • leverage for further vulnerability-reducing action, cost effectiveness • possibility of vulnerability creation • public and pressure group reaction • timing • vulnerability reduction potential
Local forums may include:	• community groups • local councils • local emergency management committees • schools
Organisational policy and procedures may include:	• legislation relevant to the organisation • legislation relevant to the public safety risk prevention strategies • operational, corporate and strategic plans • operational performance standards • organisational personnel practices and guidelines • organisational quality standards

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	• standard operating procedures
Communication may include:	• electronic transmission of information • letters • meetings • small group or individual verbal communication
Relevant authorities and other responsible organisations may include:	• community service organisations • contractors • equipment suppliers • federal, state/territory and local government authorities • land management agencies • medical organisations • operative and support organisations • other emergency organisations • water, gas and power agencies • welfare and counselling organisations
Stakeholders may include:	• career and volunteer personnel • client groups • community groups • industry groups • members of parliament • members of the public • non-government organisations • public and private sector organisations • staff
Documentation may include:	• emergency procedures • evacuation procedures • organisational and workplace operating procedures and policies • relevant Australian or international disaster/ emergency management documentation • risk and hazard analysis • standard operating procedures • work health and safety procedures

Unit Sector(s)

Not applicable.

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PUAFIR511 Conduct complex prescribed burns

Modification History

Release	TP Version	Comments
2	PUA12 V2.1	Editorial changes.
1	PUA12 V2	New unit.

Unit Descriptor

This unit covers the competency required to prepare and conduct complex prescribed burns in accordance with approved burn plans.

A prescribed burn is the controlled application of fire under specified environmental conditions to a predetermined area and at the time, intensity and rate of spread required to attain planned resource management objectives.

An approved prescribed burn plan includes a map identifying the area to be burned, and incorporates the specifications and conditions under which the operation is to be conducted.

Complex prescribed burns are characterised by moderate to high risk, a range of fire intensity, medium to large areas, significant potential impact on assets and involve a variety of fuels and terrain.

The burn operation may involve a large number of resources requiring the establishment of a formal management and support structure. It may require several separate ignitions (ground and/or aerial), possibly over several days. It may have a number of high value assets requiring complex protection actions.

Compliance with legislative or regulatory requirements will be required.

Application of the Unit

This unit applies to personnel responsible for preparing, conducting and evaluating simple and complex prescribed burns on public and private land.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

PUAFIR303B Suppress wildfire

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to burn	1.1 ***Simple*** and ***complex burn operations*** are identified in accordance with organisational procedures, legislative and regulatory requirements. 1.2 ***Contingency plan*** is reviewed based on ***local conditions at the time of burn*** and communicated to all personnel. 1.3 Permits are obtained in accordance with organisational procedures, legislative and regulatory requirements. 1.4 ***Burn notifications*** and plans are issued to ***person/s or organisations*** in accordance with organisational procedures and legislative requirements. 1.5 ***Resource requirements*** are identified with reference to burn plan. 1.6 Control lines are specified and prepared in accordance with organisational procedures. 1.7 ***Assets*** are protected in accordance with organisational procedures. 1.8 Required preparatory hazard mitigation and asset protection works programs are carried out in line with the plan.

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	1.9 ***Weather conditions*** are monitored.
2. Conduct burn	2.1 Day of burn notifications are issued. 2.2 Pre burn checks are conducted. 2.3 Resources are gathered and personnel briefed and deployed in accordance with burn plan. ***2.4 Lighting techniques, patterns*** and ***lighting sequence*** are implemented in accordance with plan or organisational procedures. ***2.5 Burning is monitored*** to ensure safety and operational changes are made as required. 2.6 Contingencies are implemented in accordance with burn plan as required for the duration of the burn. 2.7 Burn records are kept in accordance with organisational procedures. 2.8 Burn operations are ***concluded*** and ***burn security*** is implemented in accordance with organisational requirements. 2.9 Crews are debriefed and resources released from the burn. 2.10 Incidents are reported and investigated in accordance with organisational procedures.
3. Conduct post burn activities	***3.1 Outcomes of the burn*** are assessed and reported. 3.2 Variations from burn plan are reported in accordance with organisational procedures. ***3.3 Restoration and rehabilitation works*** are identified and/or carried out in accordance with organisational requirements. 3.4 Prescribed burn activities are recorded in accordance with organisational procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- apply fuel sampling methods
- apply ignition patterns and techniques
- conduct briefings and debriefings
- establish control lines for prescribed burns
- interpret a complex prescribed burn plan
- interpret existing and forecast weather conditions

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- interpret fire behaviour conditions
- manage teams
- monitor patrol activities
- monitor the burn
- plan for contingencies
- use fire prediction tools

Required Knowledge

- fire prediction tools and their use
- fuel sampling methods
- ignition patterns and techniques
- legislative and organisational policy and procedures for conducting a prescribed burn
- legislative, regulatory and organisational authorisations required for conducting a burn
- procedures for monitoring prescribed burns and securing burn
- resource requirements
- safe work practices
- seasonal restrictions on prescribed burns
- types of prescribed burns

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

Assessment must confirm the ability to:

- implement a complex burn plan for a designated area
- conduct an effective operational briefing and debriefing
- conduct an effective burn, utilising the appropriate resources and record actions taken
- conclude activities once the burn is completed

Consistency in performance

Competency should be demonstrated in an operational environment.

Context of and specific resources for assessment

Context of assessment

Evidence collected from undertaking a complex

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prescribed burn is required.

Specific resources for assessment

Access is required to:

- complex prescribed burn plans
- fire management plans
- lighting equipment
- suppression equipment
- lighting and suppression crews

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an agency-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions

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.	
Simple burn may be characterised by:	• completed in one shift • involves minimal variation of fuels and terrain • low intensity • low potential impact on assets • low risk • small area
Complex burn may be characterised by:	• involvement of a variety of fuels and terrain • medium to large areas • moderate to high risk

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	• range of fire intensity • significant potential impact on assets
Burn operations must include:	• simple burns • complex burns
Contingency plan may include:	• command structure • dealing with escapes • resource requirements • safety considerations (such as escape routes and safety zones) resource breakdowns • special resources/secondary control lines • wind changes
Local conditions at the time of burn may include:	• actual or anticipated changes in conditions • weather conditions (temperature, relative humidity, wind, atmospheric stability, drought index, weather forecasts, fire danger index)
Burn notifications may include:	• verbal notification • written notification
Person/s or organisations may include:	People or organisations who: • may have adjacent land to which a burn could spread • have an interest in managing the consequences of a burn • have an interest in specific assets • have an interest in the area to be burned • may be concerned by evidence of a burn
Resource requirements may include:	• contingency resources • crews for aircraft ground support • crews for control and suppression • crews for ground ignition • equipment and supplies • logistical support • navigators, bombardiers for aerial ignition • tankers • other vehicles
Assets may include:	• area of rare or sensitive flora and fauna • buildings • camps or recreational areas • crops • cultural values • historic relics

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	• machinery • other property • plantations • research plots, reference areas • utilities (power and telephone lines, water supply structures, • communications towers)
Weather conditions must include:	• relative humidity • temperature • wind
Lighting techniques and patterns may include:	• contour lighting • echelon • grid • line • multi-line • spot
Lighting sequence may include:	• fuel hazard • slope • time of day • wind direction
Monitoring burn may include:	• fire development and spread • flame height • fuel moisture content • observations • predictions • rate of spread • recording • safety consideration • smoke development • weather observation
Conclusion and burn security activities may include:	• mitigating hazards for public safety such as checking trees for falling limbs • mopping-up/blacking out • patrolling burn area • reopening roads
Outcomes of the burn may include:	• achievement of burn objectives • escapes • external impacts • levels of scorch • percentage of area burnt
Restoration and	• restoring areas disturbed by machinery

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rehabilitation works may include:	• control lines • repairing fences • re-vegetation of damaged areas • vehicle tracks

Unit Sector(s)

Not applicable.

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PUAFIR513 Develop complex prescribed burn plans

Modification History

Release	TP Version	Comments
2	PUA12 V2.1	Editorial changes.
1	PUA12 V2	New unit.

Unit Descriptor

This unit covers the competency required to develop complex prescribed burn plans for specified burn areas to achieve identified objectives.

A prescribed burn is the controlled application of fire under specified environmental conditions to a predetermined area and at the time, intensity and rate of spread required to attain planned resource management objectives.

An approved prescribed burn plan includes a map identifying the area to be burned, and incorporates the specifications and conditions under which the operation is to be conducted.

Complex prescribed burns are characterised by moderate to high risk, a range of fire intensity, medium to large areas, significant potential impact on assets and involve a variety of fuels and terrain.

The burn operation may involve a large number of resources requiring the establishment of a formal management and support structure. It may require several separate ignitions (ground and/or aerial), possibly over several days. It may have a number of high value assets requiring complex protection actions.

Compliance with legislative requirements will be required.

Application of the Unit

This unit applies to personnel responsible for developing simple and complex burn prescriptions.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

PUAFIR303B Suppress wildfire

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify burn area and burn objectives	1.1 Areas requiring ***simple*** and ***complex prescribed burn plans*** are identified in accordance with organisational procedures. 1.2 ***Burn objectives*** and actions required are developed in accordance with organisational procedures. 1.3 ***Target groups*** are identified and consultation process is initiated in accordance with organisational procedures.
2. Prepare plans for prescribed burning	2.1 Fuel types and quantities within the burn area are determined. 2.2 Fire behaviour and intensity required to meet burn objectives are determined. 2.3 Impact of variations in fuel, terrain, weather and season on the required fire behaviour is identified and mitigated. 2.4 ***Burn ignition strategies and tactics*** suited to the location that will provide the fire behaviour required to meet objectives, are nominated in accordance with organisational procedures. 2.5 Result of consultation undertaken and input is factored into the planning process in accordance

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	with organisational procedures. 2.6 Legislative and regulatory requirements are identified and complied with. 2.7 ***Hazards,*** the ***safety of people*** and ***protection of property***, ***assets*** and the ***environment*** are taken into account through proposed ignition and control strategies and tactics. 2.8 Required preparatory hazard mitigation and asset protection works are identified. 2.9 Type and quantity of ***resources required*** are identified. 2.10 Conditions for implementation of the strategies and tactics are specified in accordance with organisational procedures. 2.11 ***Contingencies*** are outlined in the prescribed burn plan.
3. Gain prescribed burn approval	3.1 Burn plan is submitted for approval in accordance with legislative and organisational requirements. 3.2 Modifications and amendments to burn plan are made based on feedback received. 3.3 Burn plan approval is gained.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- assess characteristics of multiple fuel types
- communicate effectively in writing and orally
- consult and liaise with the community
- implement prescribed burn strategies
- prepare plans
- predict fire behaviour
- read maps
- recommend actions to be taken and communicate this with others
- undertake risk assessment

Required Knowledge

- effects of fire on vegetation, fauna and accumulated fuel
- effects of fire on areas and places of cultural significance
- fire behaviour in the fuel types being prescribed for
- legislation and regulations relevant to the application of prescribed fire

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- organisational procedures
- prescribed burning ignition and suppression strategies including ignition patterns and sequences
- resource capabilities
- risk management
- safe work practices

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

Assessment must confirm the ability to:

- work effectively as part of a team
- develop timelines for burn planning and conduct
- identify risks and hazards
- develop burn objectives
- develop strategies and tactics to meet burn objectives
- identify actions required to minimise unacceptable impacts of burn preparation and conduct
- identify and consult with target groups
- document prescribed burn plan
- develop tactics for a complex burn involving multiple fuel types
- develop ignition patterns and sequences for proposed conditions.

Consistency in performance

Competency should be demonstrated over time in an operational environment or in an agency-approved simulated workplace environment.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in an agency approved simulated and/or workplace environment.

Specific resources for assessment

Access is required to:

- area requiring the application of fire under prescribed conditions
- existing management plans and data relevant to the

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area being prescribed.

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an agency-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions

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.

Simple prescribed burn is characterised by:	• completion in one shift • low intensity • low potential impact on assets • low risk • minimal variation of fuel and terrain • small area
Complex prescribed burn is characterised by:	• medium to large areas • moderate to high risk • range of fire intensity • significant potential impact on assets • variety of fuels and terrain
Prescribed burn plans may include:	• approval of the plan for the conduct of prescribed burning • map identifying the area to be burned • specifications and conditions under which the operation is to be conducted

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Burn objectives may include:	• asset protection • biodiversity protection • community protection • habitat management • hazard reduction • management of cultural sites and activities • protection of fire sensitive communities • vegetation management
Target groups may include:	• adjacent land owners and/or managers • community groups with specific interests • commercial operations within the impact zone • government organisations including local, state and federal • other groups and people within the prescribing organisation
Burn ignition strategies and tactics may include	• contingency planning • fire behaviour to be achieved • ignition methods, lighting patterns, sequencing and timing of ignition
Hazards may include	• adjoining land use, proximity to urban areas • adverse terrain and/or weather conditions • falling trees and limbs • flammable hazardous materials • flammable vegetation • high fuel loads • powerlines • road traffic
Safety of people may include	• people involved with burn implementation • people on areas adjacent to the burn area • people permanently or temporarily in the burn area • smoke vulnerable communities
Protection of property and assets may include	• commercial crops or other assets on the burn area • cultural sites, historical buildings, etc • property and assets adjacent to or within the burn area • stock
Protection of the environment may include	• native flora and fauna including rare and endangered species • safe use of chemical fire suppressants • smoke management • soil conservation

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	• water quality
Resources required may include	• aircraft and crews including incendiary operations supervisor and incendiary machine operator for aerial ignition • aircraft ground support • crews and supervisors for ground ignition, control and patrol work • equipment and supplies (fuel, incendiaries) • planning and logistical support • tankers, other ignition and suppression vehicles, equipment and fuel
Contingencies may include	• dealing with escapes • period for which the burn will be 'live' • resource requirements • safety considerations (such as escape routes and safety zones) • resource breakdowns • special resources/secondary control lines • wind changes

Unit Sector(s)

Not applicable.

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PUALAW001B Protect and preserve incident scene

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application reviewed.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency required, on arrival at the scene of an accident or incident, to conduct initial assessment, take action to maintain public safety and preserve the scene, and note and record details and information.

The unit is particularly applicable in cases where organisation personnel are the first to arrive at the scene of an accident or incident.

Application of the Unit

This unit applies to all public safety workers at an incident who need to understand the importance of maintaining the legal integrity of the scene. It is not a specialist Crime Scene Investigation unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

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 required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Secure and preserve scene	1.1 Initial ***assessment*** is participated in to identify ***factors which will impact*** on public safety and scene preservation. 1.2 ***Incident/accident scene*** is effectively secured to ***preserve the scene*** and maintain public safety in line with legislative requirements.
2. Record and report details of incident scene	2.1 ***Details of the scene*** are noted, ***recorded and reported*** according to organisation's policies and procedures. 2.2 ***Witness details*** and information volunteered are recorded in accordance with ***organisational and legislative requirements.*** 2.3 Information is communicated to ***relevant personnel*** in line with organisation's procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- listening
- note taking
- observation
- questioning
- reporting

Required Knowledge

- legislative and organisation requirements relating to scene preservation

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- methods of securing scene
- organisation requirements for taking witness details and information
- regulatory requirements for taking witness details and information
- techniques for estimating distance
- techniques for removing public from scene
- types of information which may assist in investigations

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Demonstrated ability to effectively secure scene and record and report details in accordance with the organisation's policies and procedures. **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Performance at an incident, exercise or simulation is required to demonstrate competence in this unit. Written or verbal questions may be used as supporting evidence. **Specific resources for assessment** No special requirements.

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.

Incident scene may include:

- urban fire
- wild fire
- vehicle fire
- crime scene
- search for missing persons or evidence
- vehicle accident
- natural disaster
- industrial/mining accident
- incident involving death or injury to person or

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	damage to property • urban scene • rural scene • indoor scene • outdoor scene • animal incident • marine • aircraft • train • explosions • hazardous materials
Assessment of scene may be conducted:	• at scene • en route to and from scene
Factors impacting may include:	• public safety risk factors including factors that could impact on the safety of investigators • response team • the security/preservation of the actual site • the security and preservation of situational evidence • traffic • tactical factors affecting the quality of the investigation including environmental circumstances • chronology of events • access to scene • number of persons at scene • availability of support services • boundaries
Persons at scene may include:	• incident scene specialists • forensic experts • potential witnesses • victims • other bystanders • personnel from other organisations • media • coroners • pathologists • medical practitioners • undertakers • forensic accountants • information technology consultants • legal officers • owners and/or occupiers

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Security of scene may be affected by:	• topography • climatic conditions • human interference • animal interference • preservation of life/property • structural integrity • availability of personnel
Securing scene may include:	• removing non-emergency personnel from scene • isolating scene • erecting barriers
Details of scene may include:	• date • time • location • damage • persons present • property involved • possible causes • items of evidence • injuries • status of utilities services such as broken water pipes • animal species present • flora • fauna • size and construction of building • occupancy • insurance details
Witness details may include:	• name • contact details • other details in accordance with organisation's policies and procedures
Relevant personnel may include:	• supervisor • team leader • police • investigating officer • other organisation's personnel
Communication may include:	• verbal • completing standard forms • written
Recording and reporting may include:	• taking notes • completing standard forms • making sketches

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	• taking photographs • taping • electronic videoing
Preserving scene may include:	• preserving evidence and the area of origin
Organisational and legislative requirements may vary between sectors and organisations and may include:	• legislation relevant to the operation/incident/response • legislation relevant to the organisation • operational • corporate and strategic plans • operational procedures • operational performance standards • organisation's personnel practices and guidelines • organisation's quality standards

Unit Sector(s)

Not applicable.

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PUALAW002B Conduct initial investigation at incident scene

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency required to gather and collate information and obvious and accessible physical evidence from the scene of an incident and identifying potential witnesses.

Note: It does not cover the specialist skills required to interpret the evidence gathered, or the specialist skills required to gather specific evidence.

Application of the Unit

This unit applies to non-specialist workers who have been tasked with collection of information and evidence that is obvious at an incident. It does not apply to specialist relating to interpreting evidence gathered or gathering specific evidence.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

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 required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Conduct initial assessment of scene	1.1 Scene is assessed with regard to occupational health and safety and all actions are undertaken in line with organisation's policies, procedures, guidelines and duty of care requirements. 1.2 Communication is established with the senior ***investigating officer*** and liaison is maintained throughout the investigation. 1.3 Circumstances surrounding the scene are ascertained from visual assessment and reports from other personnel. 1.4 Scene boundary is defined/redefined as required to preserve physical evidence for collection. 1.5 Obvious and accessible ***physical evidence*** is located and, where appropriate, protected from possible contamination.
2. Control integrity of scene	2.1 Appropriate ***arrangements for scene access and egress*** are established and maintained. 2.2 All non-essential persons are removed from the scene and relevant details are recorded accurately and legibly in accordance with organisation and regulatory procedures. 2.3 ***Additional resources*** are identified and accessed to secure incident scene. 2.4 The personal and health and safety needs of those involved in the incident are attended to.
3. Examine scene	3.1 An appropriate search pattern is instigated in accordance with instructions from senior investigating officer to ensure all evidence is located and preserved. 3.2 ***Details of the scene*** are recorded comprehensively

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ELEMENT	PERFORMANCE CRITERIA
	and accurately in line with organisation's operating procedures.
	3.3 Evidence is located, collected, packaged, labelled and stored to ensure preservation for further post-scene examination.
	3.4 An accurate log of all evidence is maintained.
	3.5 Scenes are correctly assessed for future investigative requirements and appropriate persons notified.
4. Identify potential witnesses and initial statements recorded	4.1 Bystanders are canvassed to identify potential witnesses.
	4.2 Details of potential witnesses are recorded.
	4.3 Appropriate recording practices are used that are in accordance with legislative and regulatory requirements and organisation's policies and procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- accurate written recording and compilation of interviews and statements
- attention to detail
- implementing methodical and systematic approach
- listening to bystanders
- putting bystanders at ease
- questioning bystanders
- use of recording and specialised evidence collection equipment
- working with a variety of professionals

Required Knowledge

- anti discrimination public safety
- appropriate use of interpreting services
- collection and recording of various types of evidence ranging from large objects to minute traces
- details of scene
- equal employment opportunity
- features and use of a variety of specialised equipment to search
- functions and roles of other professionals and experts
- incident scene protection and preservation

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- indicators of emotional distress
- indicators of need for specialised investigations
- legislative requirements relating to occupational health and safety
- policies and procedures relating to occupational health and safety
- policies and procedures relating to recording details of persons
- public safety and duty of care at accident/incident scene
- recognition
- record and collect evidence
- shock
- taking and compiling statements
- taking of statements

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Correct application of legislative requirements and organisation policies and procedures in all situations. **Consistency in performance** Evidence will need to be gathered over time in a range of actual and/or simulated environment.
Context of and specific resources for assessment	**Context of assessment** A real life incident, exercise or simulation, or series of tasks are required to demonstrate competence in this unit. This may involve setting scenarios to be completed either individually or as a member of a team. **Specific resources for assessment** No special requirements.

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.

Initial investigation:	• those enquiries conducted by the first public safety official on scene
Incident scene may include:	• structural fire • wild fire

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	• vehicle fire • crime scene • vehicle accident • natural disaster • industrial/mining accidents and incidents • accident/incident involving death or injury to person or damage to property
Incident scene may be:	• indoor or outdoor • in a rural or urban environment
Incident scene may be affected by:	• prevailing weather and require additional resources to preserve and protect incident scene
Security of an incident scene may be affected by:	• topography • climatic conditions • human interference • animal interference • preservation of life/property
Public safety risk factors include:	• those factors at the incident scene that could impact on: the safety of investigators; the security/preservation of the actual site • the security and preservation of situational evidence
Investigating incident scenes may include:	• dangerous or distasteful conditions and may involve handling injured or deceased persons
Circumstances surrounding scene may include:	• sequence of events • possible causes • people involved • property involved • victims • suspects • witnesses • damage • injury • organisation personnel involved • other agencies involved • current status of investigation • action taken to date
Tactical factors may include:	• environmental circumstances • chronology of events • access to scene • number of persons at scene • availability of support services • boundaries

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Persons at incident scene may include:	• Incident scene specialists and forensic experts; witnesses • victims • other bystanders; police and emergency services; media; coroners • pathologists • medical practitioners • undertakers; forensic accountants • information technology consultants and legal officers
Activities at incident scenes may be recorded by:	• running sheets • exhibit logs • receipts and personnel movement • video photography
Physical evidence may include:	• shoe impressions • tyre prints • skid marks • fingerprints • containers • fibres • flammable and combustible liquids • tool marks • bloodstains • identifying numbers • bodily fluids • burn patterns
Methods of collection may include:	• vacuuming • tape lifts • shovelling • photographing • casing
Methods of packaging may include:	• metal containers • plastic bags • paper bags • glass vials
Additional resources may include:	• organisation personnel • other organisation personnel • expert personnel • audio visual services • emergency lighting • forensic personnel

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Relevant details from persons may include:	• name • contact details • other details in accordance with standard operating procedures
Liaison with investigating officer may include:	• professional and technical advice • identification of avenues of inquiry • significance of located evidence
Arrangements for scene access and egress:	• clear brief as to who has control of access • physical barriers may also be required • roster guards • limit entry to essential personnel • delegation of authority to control entry • record all persons who enter or depart the scene and reasons
Arrangements to protect integrity of evidence:	• roster scene guards • cover evidence • may require removal of evidence to ensure its protection
Details of scene:	• time • date • location • damage to property • injury to persons • personnel present • physical details of scene • evidence

Unit Sector(s)

Not applicable.

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PUAOHS002B Maintain safety at an incident scene

Modification History

Release	TP version	Comments
3	PUA12 V2.1	Editorial changes.
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency to recognise potential health and safety risks and take action to eliminate or control those risks at incident scenes, to prevent injury to self, other personnel or members of the public.

Application of the Unit

This unit applies to all public safety workers attending an incident scene, and links to the individual’s responsibility to maintain personal safety and to be aware of how actions affect the safety of others, including team members, other agency workers, and general public.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAFIR215 Prevent Injury (Fire sector specific)

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance Criteria describe the required performance

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essential outcomes of a Unit of Competency.	needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine hazards at incident site	1.1 Issues affecting safety of self and other personnel are established by identification of ***hazards*** and assessment of ***risks***, and by liaison with others at the scene.
	1.2 Relevant operational safety procedures are implemented in accordance with organisation's policies.
	1.3 Duties are undertaken in line with organisational health and safety codes of practice and ***relevant legislation.***
2. Implement hazard controls at incident scene	2.1 Hazards are identified and mitigation procedures are selected in line with work instructions and procedures.
	2.2 Hazardous situations rectified where possible and reported and/or recorded according to organisation's policies and procedures.
	2.3 Changes in situation and/or conditions are reported immediately to ***designated person.***
	2.4 ***Hazard controls*** are monitored and communicated to relevant personnel to ensure continuing effectiveness.
	2.5 Hazard control and mitigation measures are implemented with minimum damage to the environment, while maintaining safety of self and others.
	2.6 Incident/accident scene is effectively secured to preserve the scene and maintain ***public safety*** in line with legislative requirements.
3. Maintain personal safety	3.1 ***Personal protective clothing and equipment*** is selected and checked according to organisational procedures to ensure it is operational prior to entry into incident situation.
	3.2 Personal protective clothing and equipment

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ELEMENT	PERFORMANCE CRITERIA
	appropriate to dealing with the hazard is worn/fitted and used in accordance with organisation's policies and procedures and manufacturer's guidelines.
	3.3 Water and food intake, rest breaks and shelter requirements are maintained.
	3.4 ***Survival technique strategies*** are implemented in accordance with organisation's policies and guidelines.
4. Contribute to maintaining safety of other work group members	4.1 Impact of own actions on safety of others is recognised.
	4.2 Contact is maintained at all times with other work group members.
	4.3 Signals are correctly used, interpreted, confirmed and acted upon in a timely manner.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate non-verbally and verbally
- follow procedures and instructions
- record information
- use communication equipment
- work with others in a team situation

Required Knowledge

- accidents and incidents
- commonly encountered hazards and procedures and safety precautions to prevent injury on encountering various hazards
- employee responsibilities and obligations
- food intake
- hazards
- heat induced illness - factors leading to prevention
- injuries
- labelling and storage of hazardous substances
- manual handling hazards
- means of relaying warnings to other personnel
- methods of hazard control and reporting
- organisation's occupational health and safety policy

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- problems associated with insufficient water intake
- procedures for investigating injuries
- procedures for participating in occupational health and safety arrangements
- procedures for reporting hazards
- protection
- relevant standard operating procedures
- respiratory system - functions
- rest breaks
- State and Territory occupational health and safety requirements
- survival techniques for various situations
- symptoms and treatment
- techniques and aids
- use and limitations of relevant protective clothing and equipment

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in maintaining personal safety and safety of others. **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** A real life incident, exercise or simulation, or series of tasks are required to demonstrate competence in this unit. This may involve setting scenarios to be completed either individually or as a member of a team. Written or verbal questions may be used as supporting evidence. **Specific resources for assessment** A range of protective clothing and equipment may be required.

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.

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Working environment may be:	• hazardous • unpredictable • subject to time pressure • chaotic and expose responders to risk
Public Safety workplaces include:	• any location where a Public Safety incident occurs
Response situation include:	• single and multi agency response situations
Hazards include:	• all potential sources of injury or damage to property or the environment including identified and potential hazards to persons • equipment or the environment
Risk is:	• the likelihood of injury or damage occurring and the potential consequences of any injury or damage

Incidents may include:	• a variety of natural or man made events including but not limited to rescues and extrications
	• flood
	• storm
	• tempest
	• natural disaster
	• vehicle
	• aircraft
	• rail
	• industrial
	• civil defence
	• fires:
	  • structural
	  • wild
	  • prescribed burning
	• search and rescue :
	  • urban
	  • rural
	  • sea
	• hazardous materials and dangerous goods

Hazards may be identified by:	• scene assessment • visual inspections • plan reviews • recognising hazard warnings • accessing data bases • interviewing others at scene • seeking expert advice

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Others at scene may include:	• organisational personnel • personnel from other organisations • general public
Hazardous materials may include:	• thermal • mechanical • explosives • toxic • corrosive • asphyxiant • radiation • etiological hazards • mutagenic materials
Biological hazards may include:	• bacteria • viruses • fungi and yeasts • including exotic organisms
Physical hazards may include:	• noise • slippery surfaces • poor visibility • smoky environments • fallen/falling objects • fatigue
Electrical hazards may include:	• pole fires • electrical fires • electricity in damaged/burning structures • energised vehicles/structures due to downed wires • photovoltaic generation systems
Manual handling hazards may include:	• heavy objects • content and shape of containers
Environmental hazards may include:	• temperature • darkness • fire • snow • floods • winds • rain • hail • flora • fauna • postural restrictions and access • terrain

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	• traffic
Hazard control measures may include:	• erection of barriers • establishment of control zone • use of spill clean up kits • use of electrically insulated tools and equipment • vehicle protection hoses and devices • life support equipment (heat radiation shielded crew cabin • vehicle cabins with/without sprays) • entry control procedures to hazardous areas • decontamination • isolation of electricity supply
Relevant legislation may include:	• state or territory occupational health and safety acts and regulations
Personal protective clothing and equipment may include:	• breathing apparatus • personal lines • air lines • personal distress units • respiratory protection • protective hoods • goggles • hearing protectors • sunscreen • chemical protective clothing • personal flotation devices • wet suits • turnout uniform • gloves • hard hat • safety boots • overalls • chainsaw chaps • bullet proof vests • firearms • batons • handcuffs
Hazard control equipment may include:	• atmospheric monitoring equipment • meteorological equipment • radiation monitoring equipment • oxygen meters • flammable gas detectors

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Reporting may include:	• verbal • written reports • completing standard forms • logs • sitreps • note taking • logging entry to hazardous areas
Designated person may include:	• supervisor • team leader • workplace occupational health and safety representative • officer in charge
Survival strategies which may be applied in:	• buildings • wildfire situations • water • extreme heat or cold
Factors which may require monitoring may include:	• traffic • weather conditions • vegetation type • spectators • temperature • structural integrity • relative humidity • slope • terrain • water supply/pressure • fire development • stream flows • suspect atmospheres
Contact with other personnel may include:	• visual • vocal • touch • radio • audible warnings • signalling

Unit Sector(s)

Not applicable.

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PUAOPE001B Supervise response

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency to supervise a response by a small team to incidents and may include the use of aircraft, which are time critical and/or potentially threatening to life, property or the environment.

The unit includes the competency to proceed to the incident, assess the incident, and plan and implement an operational response and post-response activities.

Application of the Unit

Application of the Unit

The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite Unit/s	PUAFIR302B Suppress urban fire OR PUAFIR303B Suppress wildfire (Fire specific)

Employability Skills Information

Employability Skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Receive incident response request**	1.1 Requests for response are received and dealt with in accordance with ***organisational policy*** and guidelines 1.2 Relevant incident information is obtained and assessed to enable personnel to make appropriate preparations 1.3 An appropriate response is determined according to the type of incident and information available in accordance with organisational policies and procedures 1.4 The location of the incident and the most appropriate route to the incident are ascertained
2. **Proceed to incident**	2.1 Personnel, equipment and ***transport*** resources are dispatched promptly, consistent with the nature of the incident and the information available 2.2 Communication is established and maintained 2.3 An appropriate route to the incident is followed

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ELEMENT	PERFORMANCE CRITERIA
	to minimise response time
	2.4 ***En-route hazards*** are recognised and negotiated to minimise risk
	2.5 Multi-vehicle response is conducted in accordance with the organisation's procedures
3. **Assess the incident**	3.1 Observations are made en route to assist with ***incident*** assessments
	3.2 Assigned personnel's arrival at the incident is confirmed according to organisational policies and procedures
	3.3 ***Communication*** with on-site personnel is established
	3.4 An initial assessment of the incident is carried out promptly
	3.5 ***Hazards*** or potential hazards are assessed and minimised or controlled
	3.6 Assigned ***resources*** to deal with the incident are established at the earliest opportunity
	3.7 The need for additional resources is identified and resources requested in accordance with organisational policy and procedures
	3.8 Hazards are monitored during the incidents and changes in the situation acted upon
4. **Plan and implement an operational response to the incident**	4.1 A safe and effective operational environment is established and maintained in accordance with occupational health and safety guidelines and organisation's policies and procedures
	4.2 Incident information is communicated to assigned personnel clearly, accurately and in a timely manner
	4.3 ***Incident plan*** is developed based on available information and organisational procedures
	4.4 Strategies and tactics are determined and tasks allocated to appropriate personnel
	4.5 An incident plan is implemented, continually monitored, reported and reviewed in the light of additional information and communicated in accordance with the organisation's policies and procedures
	4.6 Leadership and supervision are provided to ensure that performance and practice are to operational standards

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ELEMENT	PERFORMANCE CRITERIA
	4.7 Appropriate equipment and materials are deployed to deal with the incident
	4.8 Changes in the incident plan are communicated to relevant personnel and organisations
5. **Conclude operation**	5.1 Incident is terminated in accordance with the organisation's procedures
	5.2 Incident records of incident actions and decisions are maintained in accordance with the organisation's requirements
	5.3 Incident assessment is conducted in accordance with the organisation's requirements
6. **Supervise post-response activities**	6.1 Equipment cleaning, repair, storage and replenishment is supervised
	6.2 Debriefing requirements are met
	6.3 Post operation reports are prepared to organisation's requirements
	6.4 ***Welfare of team members*** is monitored and appropriate action taken

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- analyse an incident
- assess risks and apply safe work practices
- communicate effectively
- conduct an incident assessment
- conduct briefings and debriefings for aircraft based work
- deploy personnel and equipment to deal with the incident
- for aircraft based work the ability to work in an aircraft for an extended period
- make decisions
- respond promptly to an incident
- use communication equipment

Required Knowledge

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REQUIRED SKILLS AND KNOWLEDGE

- hazards/potential hazards and their effects
- knowledge of current navigational practices to perform navigation
- knowledge of current practices to perform conduct briefings and debriefings
- organisational policies and procedures relating to operations

Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in implementation of an appropriate strategy to deal effectively with the incident **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments
Context of and specific resources for assessment	**Context of assessment** Evidence of competent performance should be obtained by observing an individual in responding to and dealing with an actual or simulated incident operation and supplemented by appropriate questions **Specific resources for assessment** Assessment of this competency will require access to relevant transport, communication and emergency equipment
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

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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.

Incidents may include	fires public disorder crime flood storms accident hazardous materials incidents rescues
Transport may include	on-road off-road aviation maritime
En route hazards may include	smoke crowds traffic unauthorised redirection prevailing weather road conditions terrain debris tidal flow spot fires restricted areas wires masts/aerials other aircraft interference to communications
Hazardous conditions may include	adverse weather and fire behaviour

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RANGE STATEMENT

	after-dark operations difficult terrain dangerous goods and substances time pressure level of visibility structural collapse
Incident assessment may include	type and size of incident risk to life property and environment hazards/no go areas climatic and weather conditions capability of assigned personnel adequacy of allocated equipment information gathered from existing plans/databases forecasts and meteorological profiles crowds gathering installed fire protection type of building building construction persons trapped exposures access
Resources may include	aircraft (rotary and fixed wing) personnel trained for the task specialised personnel protective clothing equipment materials navigation aids maps aide memoirs pumps

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RANGE STATEMENT

	appliances
	specialist appliances
Communications equipment may include	radio (eg VHF aeronautical)
	telephone
	computer
	facsimile
	pager
	mobile data terminal
	audible alarms/whistles
Communications may include	ground to air
	hand signals
	distress signal units
	whistles
	verbal and written instructions
	radio
	telephone
	mobile phone
Incidents may include	life threatening situations
	protection of property and the environment
	armed offenders
	explosive devices
Incident plan may include	incident objectives or goals
	roles and responsibilities of personnel
	resource requirements and limitations
	communication procedures
	strategies and tactics to be employed
	contingency arrangements
	planning checklists
	flight plans
	emergency landing areas for aircraft
Welfare of team members	physical stress

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RANGE STATEMENT

may include	physiological stress physical needs such as refreshments fatigue relief
Organisational policy, procedures, requirements and guidelines may vary between sectors and organisations and may include	legislation relevant to the operation/incident/response legislation relevant to the organisation operational corporate and strategic plans operational procedures operational performance standards organisational personnel practices and guidelines organisational quality standards interagency liaison Civil Aviation Orders and requirements search and rescue time/procedures/action incident management systems
When dealing with aircraft response, performance may be affected by	task range engine type-piston turbine wing configuration twin/single engine load capacity airstrip length requirements pilot ability weather fire behaviour terrain
When dealing with aircraft, suitability may be affected by	visibility range speed

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RANGE STATEMENT

When dealing with aircraft, supervising of aircraft management procedures includes	take off capability communications system availability pilot local knowledge temporary restricted airspace aircraft separation-vertically and horizontally height separation direction inbound/outbound calls Fire Common Traffic Advisory Frequency (F-CTAF)

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s Nil

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PUAOPE007B Command agency personnel within a multi-agency emergency response

Modification History

Release	TP version	Comments
3	PUA12 V2.1	Editorial changes.
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competence to command an organisation's personnel within a multi-agency emergency response environment.

Command is the internal direction of the members and resources of an organisation in the performance of the organisation's roles and tasks by agreement or in accordance with relevant legislation. Command operates vertically within an organisation.

Application of the Unit

This unit applies to Public Safety personnel who have a command role within their own organisation and are required to administer that command in a multi-agency response environment. It does not include the requirement to administer command of personnel from other agencies in a multi-agency response.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAOPE021A Control a Level 1 incident

PUAOPE015A Conduct briefings and debriefings (Fire sector specific)

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Take command	1.1 Command is exercised in accordance with organisation authority and guidelines. 1.2 The identity, location and contact details of the commander are communicated to internal personnel and to relevant external authorities/organisations/individuals pertinent to the emergency/incident.
2. Establish a command facility	2.1 An appropriate ***command facility*** is established and operated in accordance with organisational guidelines. 2.2 Details of the facility are communicated to internal personnel and to relevant external authorities/organisations/individuals as required.
3. Establish a command structure	3.1 A command structure is established appropriate to the nature and complexity of the task (s) undertaken by the organisation. 3.2 The command structure is expanded, contracted or modified in response to changes within the emergency environment.
4. Establish procedures to permit command to be exercised	4.1 Command structure is communicated to internal personnel and external authorities/individuals whom may have a regulatory interest applicable to the emergency/incident. 4.2 Command ***information management system*** is implemented. 4.3 Communication mechanisms and procedures are

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ELEMENT	PERFORMANCE CRITERIA
	implemented between levels of command in accordance with organisational guidelines.
	4.4 Liaison is established and maintained to meet control and command requirements.
	4.5 A public information system is established in accordance with control plan requirements.
5. Determine operational command plan	5.1 Tasks are received and/or determined in accordance with the control requirements.
	5.2 Operational command plan to implement strategies is developed and modified as required in accordance with organisational guidelines.
	5.3 Appropriate tactics to effectively manage the emergency/incident are identified in accordance with the operational command plan.
6. Manage resources under organisation command	6.1 ***Resources*** are deployed to ensure that the operational command plan is implemented in accordance with organisational guidelines.
	6.2 Human and physical resources are effectively managed to achieve command plan outcomes.
7. Manage operation(s)	7.1 Operations are conducted in accordance with the operational command plan.
	7.2 Significant changes in status and actions taken are reported consistent with organisational policy and procedures.
	7.3 Operations are redirected as required to meet changes in the conditions which affect the emergency/incident situation.
8. Conclude operation(s)	8.1 Physical, human and capital resources are accounted for in accordance with organisational guidelines.
	8.2 ***Debriefing*** requirements are met in accordance with organisational guidelines.
	8.3 Operational documentation is completed to organisation standards.
	8.4 Reports are produced as required.
9. Review operations	9.1 Plans and guidelines are evaluated and reviewed.
	9.2 Effectiveness of command and interaction with control is evaluated and documented.
	9.3 Reports are produced and communicated in accordance with established protocols.

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- accessing information and support from the control facility, other organisations' personnel and external authorities
- analyse emergency situations both functionally and strategically
- development of response plans including predicting consequences and identifying improvements
- effective and efficient deployment of human and physical resources including:
  - operative and non-operative personnel
  - materials
  - equipment and consumables
- effective deployment, monitoring and communication of organisation allocated task(s)
- identification and correct use of equipment
- implement response in accordance with organisational procedures and within bounds of authority
- incorporate risk management and contingency processes
- liaise effectively with emergency controller
- operation of work systems and equipment
- processes and procedures
- secure emergency/operations site
- select, prioritise, implement and evaluate appropriate strategies
- strategically react to changes within the emergency environment
- using a range of information technology devices including:
  - computers
  - radio frequency devices
  - electronic data exchange systems etc
- using tools and techniques to solve problems

Required Knowledge

- applications of relevant agreements
- code of practice or other legislative requirements
- emergency site layout
- identification and correct use of equipment
- knowledge of current principles and practices to conduct an activity which exercises elements of public safety management
- organisational command structure
- processes and procedures
- security and confidentiality of material

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Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential for this unit that competence be demonstrated in:

- Effective deployment, monitoring and communication of organisation allocated task(s)
- analysis of emergency situations both functionally and strategically
- selection, prioritisation, implementation and evaluation of appropriate strategies
- implementation of response in accordance with organisational procedures and within bounds of authority
- securing emergency/operations site
- strategic reaction to changes within the emergency environment,
- incorporation of risk management and contingency processes
- effective liaison with emergency controller and
- logging and recording all actions and decisions

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment

Assessment may occur in an operational environment or in an industry-approved simulated work environment.

Specific resources for assessment

Resources should involve access to or simulation of emergency situations in a multi-organisation response environment. This includes resources relating to: equipment, personnel, facilities etc appropriate to the emergency situation and within the bounds of responsibility as designated within the requirements of control.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for

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different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Types of emergencies (imminent or actual) may include:	• natural events • drought • fire (forest • range • urban) • avalanche snow/ice/hail • tsunami • windstorm/tropical storm • hurricane/typhoon • biological • extreme heat/cold • flood/wind driven water • earthquakes/land shifts • volcanic eruption • tornado/cyclone • landslide/mudslide • dust/sand storms • lightning storm • search and rescue • fauna rescues e.g. marine life rescue
Technological/industrial events may include:	• radiological accidents • dam/levee failure • fuel/resource shortages • hazardous material releases • explosions/fire • transportation accidents • building/structure collapse • power/utility failure • extreme air pollution • strikes • business interruption • financial collapse
Civil/political events may include:	• economic • general strike • terrorism • sabotage • hostage situation(s) • civil unrest • eco-terrorism

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Considerations in the determination of the nature, extent and potential of an emergency may include:	• enemy attack • risk to life • risk to property • risk to environment • scope and scale of incident including likely duration of incident • resource availability • potential for changes in situation • topography • weather • speed of onset • hazard agent location • demography
Resources may include:	• human-operations personnel • volunteers • support personnel • local • state/territory and federal governments • physical-equipment • machinery • vehicles • technology devices • communication devices • aviation and marine vessels
Information management system may include:	• data receival • recording • storage and dispatch modes • procedures and protocols • types of technology – electronic data exchange devices • audio and visual recording mechanisms • public/media information dissemination • security and authorisation assignment • recording and documenting of incident
Personnel support activities may include supply of:	• catering • sanitation • shelter • rest/relief counselling services • stress management services
Command facility establishment procedures and principles may include	• proximity to emergency/incident • size and type of structure • special incident requirements

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consideration of:	• communication modes • logistical operations • site access and exit requirements • security requirements • equipment characteristics • support services • amenities • parking • topography • environment • climatic conditions • logistical operations
Communication processes and systems may include:	• designation of appropriate modes and channels of communication • communication responsibilities of personnel • radio communications • inter organisation liaison • data transfer • telecommunications • interpersonal communications
Internal and external personnel and authorities may include:	• operational personnel • emergency organisations • ancillary organisations • higher authorities • public • media • clients • government and semi government authorities and departments • witnesses • victims • occupational health and safety specialists • emergency management specialists • service providers • other analysts and stakeholders
Support services may include:	• emergency agencies • water • gas and power agencies • welfare and counselling organisations • medical organisations • equipment suppliers • contractors

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- community service organisations
- land management agencies
- transport

Debriefing may include:

- critical incident stress debriefing
- performance evaluations
- operational analysis

Agreed reporting mechanisms will involve:

- authorisation
- distribution and development of reports in accordance with regulatory and organisational requirements and may include:
  - media reports
  - ministerial reports
  - coronial reports
  - situation reports-within emergency for external distribution-status reports
  - performance evaluations
  - legal reports
  - final reports
  - briefing papers

Activities controlled include:

- operations
- planning
- logistics
- communications

Sources of information/ documents may include:

- emergency procedures
- standard operating procedures
- maps
- field reports
- relevant Australian or international documentation in disaster/emergency management
- organisational and workplace operating procedures and policies
- client requirements
- communications technology equipment
- oral
- aural or signed communications
- personal and work area work procedures and practices
- evacuation procedures
- occupational health and safety procedures
- applicable state, territory, commonwealth legislation and regulations which relate to:
  - public safety

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- state of emergency
- occupational health and safety regulations and legislation
- Workplace Relations Act(s)
- workers compensation
- privacy and confidentiality legislation
- freedom of information
- environment protection legislation

- equal opportunity
- equal employment opportunity and affirmative action legislation
- standards and certification requirements
- quality assurance procedures
- memorandum of understanding/agreement
- conventions
- protocols
- policies
- codes of practice

Unit Sector(s)

Not applicable.

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PUAOPE013A Operate communications systems and equipment

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency required to transmit and receive communications in routine and operational situations using the organisation's communications systems and equipment.

Application of the Unit

This unit applies to a person who is required to operate an organisation's communications systems and equipment in support of the tasks they are undertaking. This work may occur either in the field or from a facility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is

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of Competency.	detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Use communications systems and equipment	1.1 ***Communications equipment*** and techniques including ***verbal communications*** and ***voice procedures***, are selected to best meet the task, context and needs of the situation 1.2 Equipment is operated safely to support communications consistent with organisational policies and procedures 1.3 ***Communications system*** is correctly utilised to facilitate transmission and reception
2. Transmit and receive communications	2.1 Information is transmitted concisely and clearly to facilitate accurate reception of the message in accordance with organisational policies and procedures 2.2 Contact is acknowledged, communication is confirmed and action is initiated 2.3 Communication faults and deficiencies are reported according to organisational policies and procedures 2.4 Alternative communications strategies are employed according to organisational procedures to address identified faults and deficiencies in communication 2.5 Communication is processed and recorded in accordance with organisational policies and procedures
3. Maintain communications equipment	3.1 Communications equipment is inspected to ensure operational readiness 3.2 Fault finding techniques are applied and basic maintenance is conducted according to organisational policies and procedures 3.3 Faulty equipment is identified and noted for repair, and documentation is completed in accordance with organisational procedures

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- maintain communications equipment according to organisational procedures
- operate the different communications equipment required by the organisation
- report communication faults and deficiencies according to organisational procedures
- use verbal communication procedures consistent with the organisation's communications system
- utilise the organisation's communications processes and systems

Required Knowledge

- organisational policies and procedures relevant to the operation of communications equipment (such as relevant legislation; operational performance standards; operational policies and procedures; organisational personnel and occupational health and safety practices and guidelines; organisational quality standards; organisation's approach to environmental management and sustainability)
- organisation's communications system
- range of communications equipment available to the organisation

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	Assessment must confirm the ability to: • use communications equipment under non-operational and operational conditions • accurately transmit and receive communications using the organisation's communications systems and equipment. **Consistency in performance** Competency should be demonstrated over time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in an operational environmentor in an industry-approved multi-agency simulated workplace environment. **Specific resources for assessment**

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	Access is required to: • relevant communications equipment.
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions.

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.

Communications equipment may include:	• Computers • Facsimiles • Pagers • Radio • Signalling devices • Telephones (mobile, landline and satellite)
Verbal communications procedures may include:	• Call signs • Coded messages • Emergency procedures • Phonetic alphabet • Pro-words • Use of abbreviations
Voice procedures may include:	• Corrections • Pitch • Repetitions • Rhythm

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Communications systems may include:	• Sentences • Speed • Volume • Communication protocols • Communications software • Organisation's networks • Verbal communication procedures

Unit Sector(s)

Not applicable.

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PUAOPE016A Manage a multi-team sector

Modification History

Release	TP version	Comments
3	PUA12 V2.1	Editorial changes.
2	PUA12 V1	Layout adjusted. Fire specific prerequisites removed.
1	PUA00 V8.1	Primary release on TGA.

Unit Descriptor

This unit covers the competency required to manage a multi-team response to incidents which may be time critical and/or potentially threatening to life, property or the environment.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

This unit typically applies to Sector/Division Commanders and Level 1 Operations Officer who are responsible for:

- implementing their portion of the Incident Action Plan (IAP)
- allocating resources within their sector
- reporting on incident situation, the progress of operations, emerging risks and the status of resources within the sector
- maintaining situational awareness

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAFIR302B Suppress urban fire (Fire sector specific)

OR

PUAFIR303B Suppress wildfire (Fire sector specific)

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Conduct an assessment of the incident	1.1 Initial briefing is obtained 1.2 ***Risk assessment*** of all factors relevant to the sector is conducted 1.3 ***Resources*** required to deal with the ***incident*** are identified 1.4 ***Constraints*** which may impede the response are identified 1.5 ***Initial response options*** are identified and assessed
2. Take command of the sector	2.1 Command of all sector personnel is assumed and maintained in accordance with ***organisational policies and procedures*** 2.2 ***Communications systems*** are used in accordance with organisational policies and procedures 2.3 Reporting processes are activated in accordance with organisational policies and procedures to provide continuous monitoring and evaluation of incident
3. Implement operations portion of the IAP	3.1 ***IAP*** is communicated to teams in accordance with organisational guidelines 3.2 Resources are deployed to ensure operations portion of the IAP is implemented in accordance with organisational guidelines 3.3 Operations are conducted and ***monitored*** in accordance with IAP

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ELEMENT	PERFORMANCE CRITERIA
	3.4 Operational reports are issued in accordance with organisational policies and procedures
	3.5 Operations are modified as required by the situation
4. Manage and monitor sector operations	4.1 Sector is managed is accordance with agency workplace policies
	4.2 Safe work practices, health and welfare arrangements are implemented and monitored
	4.3 Strategies are implemented and tactics are determined in accordance with IAP
	4.4 Team leaders are briefed and tasked in accordance with the IAP
	4.5 Specific tasks are reviewed and modified as required
	4.6 Regular exchange of information is maintained with Operations Officer on incident situation, progress, achievement of incident, objectives and emerging risks
	4.7 All unexpected situations that require a quick and decisive response are recognised and responded to in accordance with operational requirements and procedures
	4.8 Reports are provided to Operations Officer on required modification to the IAP, additional resources required, surplus resources and hazards present
	4.9 Need for additional resources and logistical support is identified and communicated to Operations Officer
	4.10 Activities are coordinated with adjacent sectors
5. Manage post incident operations	5.1 Resources are accounted for and demobilised in accordance with organisational policies and procedures
	5.2 Post operational ***documentation*** is completed to organisational requirements
	5.3 Sector debrief is conducted in accordance with organisational guidelines
	5.4 Recommendations are made for changes in policies and procedures

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Required Skills and Knowledge

Required Skills:

- access information and support from the control facility
- brief and debrief personnel
- develop and maintain incident situational awareness
- effectively and efficiently deploy human and physical resources
- identify and correctly use equipment
- lead teams
- make decisions, negotiate and resolve conflict
- manage resources

Required Knowledge:

- agency procedures for managing operations
- Australasian Inter-service Incident Management System (AIIMS) structure
- codes of practice and legislation
- emergency site layout
- equipment and personnel capabilities for incident type
- focus of operation of work systems and equipment
- IAP (objectives, strategies and tactics) and development of appropriate tactics
- industrial awards and agreements, and agency personnel practices and guidelines
- organisational command structure
- post operational procedures
- processes for implementing, monitoring, amending and reviewing tactics
- reporting and recording requirements

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • assess effectiveness of strategies and tactics on sector • implement relevant part of the IAP for the sector • adapt tactics, where required • provide reports to operational supervisor. • Consistency in performance • Competency should be demonstrated over time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	Context of assessment Competency should be assessed in an operational environment or in an industry-approved simulated workplace environment.

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	Specific resources for assessment Access is required to: • emergency situations or simulation of emergency situations, in a multi-team response environment • equipment, personnel, facilities etc. appropriate to the emergency situation and within the bounds of responsibility as designated within the requirements of control.
Method of assessment	In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook. Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment. Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include: • direct observation • interviewing the candidate • journals and workplace documentation • third party reports from supervisors • written or oral questions.

Range Statement

Risk assessment may include:	• Adequacy of allocated equipment • Capability of assigned personnel • Forecasts • Hazards • Information gathered from existing plans/databases • Meteorological profiles • Property and environment • Risk to life • Type of incident
Resources may include:	• Aircraft • Amenities • Communication devices • Equipment characteristics

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Incidents may include:	• Human:
	  • operations personnel
	  • specialised personnel such as aviation authorities
	  • support personnel/services
	  • volunteers
	• Local, federal and state/territory governments
	• Parking
	• Physical:
	  • aircraft
	  • equipment
	  • machinery
	  • material
	  • safety equipment
	  • vehicles
	• Technology devices
	• Life threatening situations
	• Protection of property and the environment
	• Risks to life and property such as:
	  • biological agents
	  • fauna rescue
	  • fire
	  • flood
	  • hazardous materials
	  • landslip
	  • severe storm

Constraints may include:	• Aboriginal and Torres Strait Islander sacred sites • Constraints on road closure • Existing emergency management plans • Financial • Hazardous areas • Legislative • Military areas • Other areas requiring permission and/or authorisation to enter • Other areas of environmental and cultural significance • Prevailing weather • Redirection of water course • Resources • Restrictions on duration of work or the conditions under which personnel may be employed

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	• Seasonal factors • Time • Wilderness areas
Initial response options will be determined by:	• Availability of resources and estimated outcome • Legislative requirements • Organisational guidelines • Regulatory authorities
Organisational policies and procedures may include:	• Civil Aviation Orders • Corporate and strategic plans • Legislation relevant to the operation/incident/response • Legislation relevant to the organisation • Operational performance standards • Operational procedures • Organisational performance standards • Organisational personnel practices and guidelines • Organisational quality standards • Organisation's approach to environmental management and sustainability • Procedures/action • Search and rescue time procedures and action
Communications systems may include:	• Computer • Facsimile • Mobile data terminal • Pager • Radio • Satellite • Signage • Signalling • Telephone • Warnings
IAP may include:	• Area or region • Aims and objectives of the response/incident/operation • Consideration or aircraft type • Contingencies and alternatives • Coverage of one or more places • Document (formal or informal) • Flight plans • Limitations • Monitoring and evaluative procedures • Part of an overall plan

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	• Performance and suitability • Possible strategies to achieve objectives • Possible tactics to implement strategies • Pre-plans • Reporting requirements • Resources required including their availability
Monitoring of operations may include:	• Progress against plan • Utilisation of resources and potential of incident • Welfare of personnel
Documentation may include:	• Assessment of safety procedures utilised • Completion of logs • Financial statements • Input to debriefs • Journal records • Post-operational report • Situational reports

Unit Sector(s)

Not applicable.

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PUATEA001B Work in a team

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers competency in working with others and making a positive contribution to the effectiveness and efficiency of a team in a work environment when predominantly under direct supervision. Limited responsibility towards others is required.

Application of the Unit

This unit applies to all workers working in the Public Safety industry, but is particularly relevant to new workers in assisting integration with the organisational team culture of the agency.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element.

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of Competency.	Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to team activities	1.1 Roles and responsibilities of team members are recognised. 1.2 Contribution is made to identifying team goals and objectives. 1.3 ***Activities*** are completed to required standard within timeframe and in accordance with ***organisation's policies and procedures.*** 1.4 ***Assistance*** in the completion of tasks is requested from other team members where appropriate. 1.5 Team members are assisted to ensure efficient and safe completion of tasks in accordance with organisation's policies and procedures. 1.6 Participation by team members is encouraged and acknowledged. 1.7 Changes in allocated role and responsibilities are implemented. 1.8 Team meetings are attended regularly and punctually.
2. Share knowledge and information	2.1 Information relevant to work is communicated effectively with team members to enable efficient completion of tasks in accordance with the organisation's policies and procedures. 2.2 Knowledge and skills are shared between team members.
3. Give and receive support to/from team members	3.1 ***Feedback***/assistance is given to other team members in an appropriate manner. 3.2 Team members are supported in achieving workplace goals. 3.3 Feedback from other team members is acted upon appropriately.

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Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- encouraging others/team members
- following instructions
- interpersonal skills
- listening and using a variety of communication skills
- providing suggestions and information
- reporting information

Required Knowledge

- composition of workplace teams and roles and responsibilities of team members
- non operational and operational communication processes
- techniques for giving and receiving feedback in a constructive manner
- techniques for supporting others

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in the effective communication and contribution to the achievement of tasks consistent with agreed goals. **Consistency in performance** Evidence will need to be gathered over time in a variety of team situations including regular work group and occasional or one-off work group.
Context of and specific resources for assessment	**Context of assessment** On the job or in a simulated workplace environment. **Specific resources for assessment** No special requirements.

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.

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Teams comprise	• two or more people working towards a shared purpose
Appropriate situation to request assistance may include:	• difficulty meeting timelines • to comply with occupational health and safety requirements • unsure of best method to complete task • to maximise efficiency
Assisting other team members may include:	• own tasks completed • to comply with occupational health and safety requirements • assistance requested • actions of others do not comply with requirements • other team member appears to be having difficulty completing task
Contribute to workplace goals may include:	• completion of task • achievement of new competencies • development of new skills • attainment of new knowledge • personal development
Activities may include:	• working with other members of a team in a work environment or responding in a combat or support role to natural emergencies technological/industrial emergencies • civil/political emergencies and non emergency operations including community events • public relations – activities • sporting events • parades • festivals
Conditions under which this competency may be required include	• hazardous conditions eg adverse weather • after dark operations • difficult terrain • time pressure • varying time frames from immediate/short term to long term response operations • varying access to equipment/resources necessitating the use of improvised techniques • single or multi organisation responses • dealing with human behaviours that result from emergency situations • non-emergency operations and events eg training and community education
Appropriate feedback on	• acknowledging initiative

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performance may include:	• aptitude • ideas • performance and assistance • providing constructive criticism
Organisation's policy and procedures may vary between sectors and organisations and may include:	• legislation relevant to the operation/incident/response • legislation relevant to the organisation • operational • corporate and strategic plans • operational procedures • operational performance standards • organisation's personnel practices • policy and procedures • organisation's quality standards • organisation's approach to environmental management and sustainability
Communication processes may include:	• established organisation's procedures for recording and reporting • the use of logs • notebooks • pagers • radios and telephones • team members may be geographically dispersed and require communication systems and technology to remain in contact

Unit Sector(s)

Not applicable.

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PUATEA002B Work autonomously

Modification History

Release	TP version	Comments
3	PUA12 V2.1	Editorial changes.
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers competency for working as a member of a team or as an individual for periods of time without direct supervision and for mentoring and coaching either in an operational or non-operational environment.

Application of the Unit

This unit applies to all workers working in the Public Safety Industry, but is particularly relevant for new workers to understand the organisation’s expectations and limits in regards decision making.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUATEA001B Work in a team (Fire sector specific)

Employability Skills Information

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 required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Undertake work activities	1.1 Work requirements are identified and undertaken. 1.2 Instructions and directions are understood and implemented. 1.3 Communication is maintained with team leader advising of progress of task/activity. 1.4 Personal safety and safety of others is maintained. 1.5 Any legal requirements and/or ramifications of ***activities*** are communicated to team leader. 1.6 ***Work area*** is determined or selected in accordance with operational or organisation's requirements. 1.7 Equipment is operated in accordance with the manufacturer's specifications. 1.8 OH&S and the organisation's policies and procedures.
2. Accept responsibilities	2.1 Responsibilities are accepted according to the organisation's policy and procedures. 2.2 Team leader is appraised of the outcome of task/activity. 2.3 Any activity that exceeds the scope of the defined task is referred to the supervisor.
3. Set performance requirements	3.1 ***Performance requirements*** are based on objectives and goals and agreed with supervisor.
4. Maintain team performance	4.1 Individual performance is monitored against defined performance requirements and appropriate action taken to maintain performance if required. 4.2 Performance of others is monitored and appropriate action is taken through coaching and mentoring to ensure team objectives and goals are met. 4.3 Supervisor is provided with feedback and

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ELEMENT	PERFORMANCE CRITERIA
	constructive advice.
	4.4 Issues which cannot be rectified or addressed are referred to the supervisor for appropriate action according to the organisation's policy.
	4.5 Supervisor is advised of any changes in priorities or tasks.
	4.6 All ***required documentation*** relevant to performance is completed.
5. Act as a team leader as required	5.1 Responsibility for the performance of the team is accepted.
	5.2 Goals are set, tasks identified and presented to team members.
	5.3 Instructions and directions are communicated to team members clearly and unambiguously.
	5.4 Team members' concerns and queries are recognised, discussed and dealt with.
	5.5 Any legal requirements and/or ramifications of team activities are communicated to team members.
	5.6 Duties, rosters and responsibilities are allocated to team members having regard to the skills and knowledge required to properly undertake the assignment or task and according to organisation's policy and procedures.
	5.7 Feedback on own performance is provided as required.
	5.8 Level of authority is recognised and adhered to.
	5.9 Operational debrief is conducted in accordance with the organisation's requirements.

Required Skills and Knowledge

Required Skills

- communicating instructions and directions
- communicating performance expectations
- completing a range of documentation
- encouraging team members
- informal performance counselling
- providing feedback on performance
- representing issues to management

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- team building

Required Knowledge

- defined OH&S policies and procedures
- knowledge of current principles and practices
- legal requirements and ramifications of team activities
- method of monitoring performance
- organisation's policy for referring performance issues
- organisation's policy relevant to hours of work and work allocation
- organisation's requirements for documenting team performance and activities
- procedures and methods of setting performance expectations
- required to work in a team
- team members' duties and responsibilities

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in communication of performance expectations and providing feedback to team members. **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.
Context of and specific resources for assessment	**Context of assessment** On the job or in a simulated work environment. Where workplace observation is insufficient simulations or case studies may be used. **Specific resources for assessment** No special requirements.

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.

Scope of allocated task may include:	• extent of activity • content of activity • degree of responsibility for task

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Performance requirements include	• goals • objectives • plans • standards • performance indicators • production rates
Work area may be dependent upon	• activity conducted • road accessibility • logistical support • water availability • vicinity of built-up areas • areas of reduced visibility • distance to operation • hazards • vehicle parking
Performance issues may include:	• occupational health and safety • hours of work details • concerns about ability to complete work • inadequate resources
Appropriate personnel may include:	• manager • human resource personnel • team leader • supervisor • team members
Required documentation may include:	• forms • proformas • incident reports • rosters • timesheets • written reports • logs • standard operating procedures • checklists

Activities may include:	• non operational activities:
	  • tasks
	  • projects
	  • preparing documentation
	• operational activities:
	  • responding in a combat or support role to natural emergencies (fire/flood)
	  • technological/industrial emergencies

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	• civil/political emergencies and non-emergency operations including community events • public relations activities • sporting events • parades • festivals
Conditions under which operational activities may be may include:	• hazardous conditions including adverse weather • after dark operations • emergency operations • difficult terrain • time pressure • varying time frames from immediate/short term to long term response operations • varying access to equipment necessitating the use of improvised techniques • varying levels of resources • single or multi organisation responses

Unit Sector(s)

Not applicable.

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RIIHAN308E Load and unload plant

Modification History

Release	Comment
1	This unit replaces RIIHAN308D Load and unload plant. Added performance criteria 2.7 securing plant and mapping table.

Application

This unit describes a participant's skills and knowledge required to load and unload plant in the Resources and Infrastructure Industries.

This unit is appropriate for those working in operational roles.

Licensing, legislative, regulatory and certification requirements that apply to this unit can vary between states, territories and industry sectors. Relevant information must be sourced prior to application of the unit.

Elements and Performance Criteria

1. Plan and prepare to load and unload plant	1.1 Access, interpret and apply load handling documentation and ensure the work activity is compliant 1.2 Obtain, read, interpret, clarify and confirm work requirements 1.3 Identify and address potential risks, hazards and environmental issues, and implement control measures 1.4 Select and wear personal protective equipment appropriate for work activities 1.5 Identify, obtain and implement signage and barriers and ensure the loading/unloading site is made safe and isolated from general traffic flow
2. Load the plant	2.1 Confirm the dimensions and capacity of the float/trailer to safely carry the plant item 2.2 Select tools and loading equipment, check for serviceability/faults and rectify or report, verbally or in writing, prior to commencement 2.3 Confirm preparation of the plant for transportation has been completed 2.4 Place and secure loading aids

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	2.5 Confirm loading procedure with operator and/or guide before loading commences 2.6 Move the plant item onto the trailer/float and halt at the designated position 2.7 Secure plant to trailer/float
3. Unload the plant	3.1 Confirm the unloading procedure with operator and/or guide before unloading commences 3.2 Place and secure unloading aids, including ramps, in accordance with the trailer/float specifications 3.3 Slacken securing devices and remove in a sequence which optimises safety 3.4 Move the plant item off the trailer/float and halt at the designated position 3.5 Stow loading aids including ramps, bridging materials and securing devices

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit. Further information is available in the Resources and Infrastructure Industry Training Package Companion Volume.

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
RIIHAN308E Load and unload plant	RIIHAN308D Load and unload plant	Added Performance Criteria, securing plant	Equivalent

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272

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Assessment Requirements for RIIHAN308E Load and unload plant

Modification History

Release	Comment
1	This unit replaces RIIHAN308D Load and unload plant. Added performance criteria 2.7 securing plant and mapping table.

Performance Evidence

Evidence is required to be collected that demonstrates a candidate's competency in this unit. Evidence must be relevant to the roles within this sector's work operations and satisfy all of the requirements of the performance criteria of this unit and include evidence that the candidate:

- locates and applies relevant documentation, policies and procedures
- implements the requirements, procedures and techniques for the safe, effective and efficient completion of loading and unloading plant including:
  - applying operational safety
  - driving mobile plant
  - accessing, interpreting and applying technical information
  - calculating volume and weights
  - maintaining equipment records
  - applying fault finding techniques
  - complying with environmental requirements
  - disposing of environmentally sensitive fluids and materials
- works effectively with others to undertake and complete the loading and unloading plant that meets all of the required outcomes including:
  - complying with written and verbal reporting requirements and procedures
  - communicating clearly and concisely with others to receive and clarify work instructions
  - communicating clearly and concisely with others to resolve coordination requirements prior to commencing and during work activities
- demonstrates completion of loading and unloading plant that safely, effectively and efficiently meets all of the required outcomes on more than one (1) occasion including:
  - selecting, checking and using the required tools and equipment
  - placing and securing loading and unloading aids
  - moving the plant item onto and off the trailer/float
  - slackening securing devices and removing in a safe sequence

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Knowledge Evidence

The candidate must demonstrate knowledge of the following when loading and unloading plant:

- National Standard for high risk work
- site and equipment safety requirements
- understanding of required hand signals
- techniques and processes for preparing plant for transportation
- basic motion and restraint theory related to heavy plant on floats or trailers
- basic centre of gravity and balance theory related to heavy plant on floats or trailers
- types, operation, uses and imitations of load securing equipment
- site isolation and traffic control responsibilities and authorities
- materials safety data sheet
- levelling techniques
- job safety analyses/safe work method statement

Assessment Conditions

- Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors; and industry regulations for certification and licensing; and,
- this unit is best assessed in the context of this sector's work environment;
- where personal safety or environmental damage are limiting factors, assessment may occur in a simulated environment provided it is realistic and sufficiently rigorous to cover all aspects of this sector's workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills; and,
- this unit must be assessed in compliance with relevant legislation/regulation and using policies, procedures, processes and operational manuals directly related to the industry sector for which it is being assessed; and,
- assessment may be conducted in conjunction with the assessment of other units of competency; and,
- assessment must confirm consistent performance can be applied in a range of relevant workplace circumstances; and,
- assessors must demonstrate the performance evidence, and knowledge evidence as outlined in this unit of competency, and through the minimum years of current* work experience specified below in an industry sector relevant to the outcomes of the unit; or,
- where the assessor does not meet experience requirements a co-assessment or partnership arrangement must exist between the qualified assessor and an industry subject matter expert. The industry subject matter expert should hold the unit being assessed (or an equivalent unit) and/or demonstrate equivalence of skills and knowledge at the unit level. An industry technical expert must also demonstrate skills and knowledge from the minimum years of current work experience specified below in the industry sector, including time spent in roles related to the unit being assessed; and,

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- assessor and industry subject matter expert requirements differ depending on the Australian Qualifications Framework Level (AQF) of the qualification being assessed and/or industry sector as follows:

Industry sector	**AQF** Level**	**Required assessor or industry subject matter expert experience**
Drilling, Metalliferous Mining, Coal Mining, Extractive (Quarrying) and Civil Construction	1	1 Year
	2	2 Years
Drilling, Coal Mining and Extractive (Quarrying)	3-6	3 Years
Metalliferous Mining and Civil Construction	3-6	5 Years
Other sectors	Where this unit is being assessed outside of the Resources and Infrastructure Sectors, assessor and/or industry subject matter expert experience should be in-line with industry standards for the sector in which it is being assessed and, where no industry standard is specified, should comply with any relevant regulation.	

*Assessors can demonstrate current work experience through employment within industry in a role relevant to the outcomes of the unit; or, for external assessors this can be demonstrated through exposure to industry by conducting frequent site assessments across various locations.

**Where a unit is being delivered outside of a qualification the first numeric character in the unit code should be considered to indicate the AQF level.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272

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RIIMPO315D Conduct tractor operations

Modification History

Release	Comment
1	This unit replaces RIIMPO315A Conduct tractor operations. Performance Criteria amended to include Manoeuvring, Driving, Parking Up; requirements made more explicit; Housekeeping element added and differentiated from Operator Maintenance.
2	Editorial corrections; Modification History added; amend reference to Licensing requirements in Unit Application.
3	Required frequency and volume of evidence amended in Performance evidence. Substantial amendments made in Assessment Conditions field, including: references to Industry Sectors, assessor and subject matter expert experience requirements, how assessment should be conducted and what it should confirm.

Application

This unit describes a participant's skills and knowledge required to conduct tractor operations in Civil construction.

This unit is appropriate for those working in operational roles.

Licensing, legislative, regulatory and certification requirements that apply to this unit can vary between states, territories, and Industry sectors. Relevant information must be sourced prior to application of the unit.

Unit Sector

Civil construction

Elements and Performance Criteria

1. Plan and prepare for tractor operations	1.1 Access, interpret and apply tractor operations documentation and ensure the work activity is compliant 1.2 Obtain, read, interpret, clarify and confirm work instructions 1.3 Identify and address risks, hazards and environmental issues and implement control measures 1.4 Select and wear personal protective equipment appropriate for

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	work activities 1.5 Identify, obtain and implement traffic management signage requirements 1.6 Select, and check for faults, equipment and/or attachments for work activities 1.7 Obtain and interpret emergency procedures, and be prepared for fire/accident/emergency
2. Operate tractor	2.1 Carry out pre-start, start-up, park, shutdown and secure equipment procedures 2.2 Coordinate activities with others at the site prior to commencement of, and during, the work activity 2.3 Drive and operate tractor, and modify the operating technique to meet changing work conditions 2.4 Complete work plan within the operating capacity of the equipment 2.5 Act on or report monitoring systems and alarms 2.6 Continually monitor hazards and risks, and ensure safety of self, other personnel, plant and equipment
3. Select, remove and fit attachments	3.1 Select attachment for the task 3.2 Remove and fit attachment 3.3 Test attachment to ensure correct fitting and operation 3.4 Use attachment in accordance with recommendations and design limits 3.5 Clean and store removed attachments in designated location
4. Relocate tractor	4.1 Prepare tractor for relocation 4.2 Move tractor safely between worksites, observing relevant codes and traffic management requirements
5. Carry out machine operator maintenance	5.1 Prepare machine for maintenance 5.2 Conduct inspection and fault finding 5.3 Carry out scheduled maintenance tasks 5.4 Process written maintenance records
6. Conduct housekeeping activities	6.1 Clear work area and dispose of or recycle materials 6.2 Process records

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit. Further information is available in the Resources and Infrastructure Industry Training Package Companion Volume.

Unit Mapping Information

RIIMPO315A Conduct tractor operations

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272

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Assessment Requirements for RIIMPO315D Conduct tractor operations

Modification History

Release	Comment
1	This unit replaces RIIMPO315A Conduct tractor operations. Performance Criteria amended to include Manoeuvring, Driving, Parking Up; requirements made more explicit; Housekeeping element added and differentiated from Operator Maintenance.
2	Editorial corrections; Modification History added; amend reference to Licensing requirements in Unit Application.
3	Required frequency and volume of evidence amended in Performance evidence. Substantial amendments made in Assessment Conditions field, including: references to Industry Sectors, assessor and subject matter expert experience requirements, how assessment should be conducted and what it should confirm.

Performance Evidence

Evidence is required to be collected that demonstrates a candidate's competency in this unit. Evidence must be relevant to the roles within this sector's work operations and satisfy all of the requirements of the performance criteria of this unit and include evidence that the candidate:

- locates and applies relevant documentation, policies and procedures
- implements the requirements, procedures and techniques for the safe, effective and efficient completion of tractor operations including:
  - conducting prestart checks prior to commencing operations and shutdown procedures on completion of operations
  - carrying out vehicle refuelling requirements and procedures
  - driving and operating the equipment to site conditions
  - applying safe work practices and identifying and reporting all potential hazards, risks and environmental issues
  - applying problem solving and troubleshooting techniques
  - applying tractor and attachment operating techniques
  - selecting and using the required tools and equipment
  - working safely around other machines and personnel
  - safe parking and securing of equipment

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- works effectively with others to undertake and complete tractor operations that meet all of the required outcomes including:
  - using a range of communications techniques and equipment to convey information to others
  - maintaining written and verbal reporting requirements and procedures
  - organising work activities to meet all task requirements
  - communicating clearly and concisely with others to receive and clarify work instructions
- demonstrates completion of conducting tractor operations that safely, effectively and efficiently meets all of the required outcomes on more than one (1) occasion including:
  - completing a variety of tractor operations during the three occasions, selected from the following:
    - post hole digging
    - spraying of herbicides/fertilisers
    - mowing/slashing
    - lifting
    - sweeping
    - blade based functions
- fitting and removing at least three (3) attachments selected from the following:
  - a front blade
  - forklift
  - slasher
  - mower
  - auger
  - drag broom
  - power broom
  - loading platform
  - rotary hoe
  - concrete mixer
  - spraying equipment
  - disc plough

Knowledge Evidence

The candidate must demonstrate knowledge of the following when conducting tractor operations:

- identifying, interpreting ground conditions
- communicating and performing isolation procedures
- identifying equipment processes, technical capability and limitations
- being prepared for fire/accident/emergency
- identifying signs of operator fatigue and how it should be managed

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- interpreting drawings and sketches
- identifying site isolation and traffic control responsibilities and authorities
- using civil construction terminology
- complying with project quality requirements
- applying operational, maintenance and basic diagnostics
- completing housekeeping activities

Assessment Conditions

- An assessor of this unit must satisfy the requirements of the NVR/AQTF or their successors; and Industry regulations for certification and licensing; and,
- this unit must be assessed in the context of this sector's work environment; and,
- this unit must be assessed in compliance with relevant legislation/regulation and using policies, procedures, processes and operational manuals directly related to the industry sector for which it is being assessed; and,
- assessment may be conducted in conjunction with the assessment of other Units of Competency; and,
- assessment must confirm consistent performance can be applied in a range of relevant workplace circumstances; and,
- assessors must demonstrate the performance evidence, and knowledge evidence as outlined in this Unit of Competency, and through the minimum years of current* work experience specified below in an Industry sector relevant to the outcomes of the unit; or,
- where the assessor does not meet experience requirements a co-assessment or partnership arrangement must exist between the qualified assessor and an Industry subject matter expert. The Industry subject matter expert should hold the unit being assessed (or an equivalent unit) and/or demonstrate equivalence of skills and knowledge at the unit level. An Industry technical expert must also demonstrate skills and knowledge from the minimum years of current work experience specified below in the Industry sector, including time spent in roles related to the unit being assessed; and,
- assessor and Industry subject matter expert requirements differ depending on the Australian Qualifications Framework Level (AQF) of the qualification being assessed and/or Industry Sector as follows:

Industry sector	**AQF** Level**	**Required assessor or Industry subject matter expert experience**
Drilling, Metalliferous Mining, Coal Mining, Extractive (Quarrying) and Civil Construction	1	1 Year
	2	2 Years
Drilling, Coal Mining and Extractive (Quarrying)	3-6	3 Years
Metalliferous Mining and Civil Construction	3-6	5 Years

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Other sectors	Where this Unit is being assessed outside of the Resources and Infrastructure Sectors assessor and/or Industry subject matter expert experience should be in-line with industry standards for the sector in which it is being assessed and where no Industry standard is specified should comply with any relevant regulation.

*Assessors can demonstrate current work experience through employment within Industry in a role relevant to the outcomes of the Unit; or, for external assessors this can be demonstrated through exposure to Industry by conducting frequent site assessments across various locations.

**Where a unit is being delivered outside of a Qualification the first numeric character in the Unit code should be considered to indicate the AQF level

Links

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RIIMPO317E Conduct roller operations

Modification History

Release	Comment
1	This unit replaces RIIMPO317D Conduct roller operations. Unit modified to remove Element 3, reference to 'select, remove and fit attachments'. Added performance criteria 2.6. Performance evidence amended to clarify adjusting roller attachment specifics.

Application

This unit describes a participant's skills and knowledge required to conduct roller operations in Civil construction.

This unit is appropriate for those working in operational roles.

Licensing, legislative, regulatory and certification requirements that apply to this unit can vary between states, territories, and industry sectors. Relevant information must be sourced prior to application of the unit.

Unit Sector

Civil construction

Elements and Performance Criteria

1. Plan and prepare roller operations	1.1 Access, interpret and apply roller operations documentation and ensure the work activity is compliant 1.2 Obtain, read, interpret, clarify and confirm work requirements 1.3 Identify and address risks, hazards and environmental issues and implement control measures 1.4 Select and wear personal protective equipment appropriate for work activities 1.5 Identify, obtain and implement traffic management signage requirements 1.6 Select, and check for faults, equipment and/or attachments for work activities 1.7 Obtain and interpret emergency procedures, and be prepared for fire/accident/emergency

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2. Operate roller	2.1 Carry out pre-start, start-up, park, shutdown and secure equipment procedures 2.2 Coordinate activities with others at the site prior to commencement of, and during, the work activity 2.3 Continually monitor hazards and risks, and ensure safety of self, other personnel, plant and equipment 2.4 Drive and operate roller, and modify the operating technique to meet changing work conditions 2.5 Complete work plan within the operating capacity of the equipment 2.6 Adjust interchangeable drums, and/or spray bars, and/or scraper bars, and/or wheel/drum brooms and/or drag brooms and/or blades for operational effectiveness and efficiency 2.7 Engage and disengage the compacting device 2.8 Identify, remove or manage contaminants 2.9 Act on or report monitoring systems and alarms
3. Prepare to relocate the roller	3.1 Prepare the roller for relocation 3.2 Move the machine safely within and/or between work areas, observing relevant codes and traffic management requirements 3.3 Load and unload machine from float/trailer
4. Carry out machine operator maintenance	4.1 Prepare machine for maintenance 4.2 Conduct inspection and fault finding 4.3 Carry out scheduled maintenance tasks 4.4 Return machine to service 4.5 Process written maintenance records
5. Conduct housekeeping activities	5.1 Clear work area and dispose of or recycle materials 5.2 Process records

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit. Further information is available in the Resources and Infrastructure Industry Training Package Companion Volume.

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
RIIMPO317E Conduct roller operations	RIIMPO317D Conduct roller operations	Element 3 removed. Performance criteria 2.6 added to clarify adjusting roller attachments. Performance evidence amended.	Not Equivalent

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272

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Assessment Requirements for RIIMPO317E Conduct roller operations

Modification History

Release	Comment
1	This unit replaces RIIMPO317D Conduct roller operations. Unit modified to remove Element 3, reference to 'select, remove and fit attachments'. Added performance criteria 2.6. Performance evidence amended to clarify adjusting roller attachment specifics.

Performance Evidence

Evidence is required to be collected that demonstrates a candidate's competency in this unit. Evidence must be relevant to the roles within this sector's work operations and satisfy all of the requirements of the performance criteria of this unit and include evidence that the candidate:

- locates and applies relevant documentation, policies and procedures
- implements the requirements, procedures and techniques for the safe, effective and efficient completion of roller operations in the civil construction industry including:
  - conducting prestart checks prior to commencing operations and shutdown procedures on completion of operations
  - carrying out vehicle refuelling requirements and procedures
  - driving and operating the equipment to site conditions
  - applying safe work practices and identifying and reporting all potential hazards, risks and environmental issues
  - applying problem solving and troubleshooting techniques
  - applying operating techniques for levelling and compacting
  - selecting and using the required tools and equipment
  - working safely around other machines and personnel
  - safe parking and securing of equipment
- works effectively with others to undertake and complete roller operations in the civil construction industry that meet all of the required outcomes including:
  - using a range of communications techniques and equipment to convey information to others
  - maintaining written and verbal reporting requirements and procedures
  - organising work activities to meet all task requirements
  - communicating clearly and concisely with others to receive and clarify work instructions

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- demonstrates completion of conducting roller operations that safely, effectively and efficiently meets all of the required outcomes on more than one (1) occasion including:
  - completion of operations using a variety of different material types and include the mandatory tasks of:
    - compacting materials to pattern and density
    - sealing and finishing
    - adjusting at least two (2) of the following:
      - interchangeable drums
      - spray bars
      - scraper bars
      - wheel/drum brooms
      - drag brooms
      - blades

Knowledge Evidence

The candidate must demonstrate knowledge of the following when conducting roller operations:

- ground conditions
- isolation procedures
- equipment processes, technical capability and limitations
- preparation for fire/accident/emergency
- signs of operator fatigue and how it should be managed
- drawings and sketches
- site isolation and traffic control responsibilities and authorities
- civil construction terminology
- project quality requirements
- basic principles of soil technology and soil compaction for civil works
- basic earthworks calculations
- Civil construction activity sequences of road construction, earthworks and drainage
- operational, maintenance and basic diagnostics
- housekeeping activities

Assessment Conditions

- Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors; and industry regulations for certification and licensing; and,
- this unit must be assessed in the context of this sector’s work environment; and,
- this unit must be assessed in compliance with relevant legislation/regulation and using policies, procedures, processes and operational manuals directly related to the industry sector for which it is being assessed; and,

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- assessment may be conducted in conjunction with the assessment of other units of competency; and,
- assessment must confirm consistent performance can be applied in a range of relevant workplace circumstances; and,
- assessors must demonstrate the performance evidence, and knowledge evidence as outlined in this unit of competency, and through the minimum years of current* work experience specified below in an industry sector relevant to the outcomes of the unit; or,
- where the assessor does not meet experience requirements a co-assessment or partnership arrangement must exist between the qualified assessor and an industry subject matter expert. The industry subject matter expert should hold the unit being assessed (or an equivalent unit) and/or demonstrate equivalence of skills and knowledge at the unit level. An industry technical expert must also demonstrate skills and knowledge from the minimum years of current work experience specified below in the industry sector, including time spent in roles related to the unit being assessed; and,
- assessor and industry subject matter expert requirements differ depending on the Australian Qualifications Framework Level (AQF) of the qualification being assessed and/or industry sector as follows:

Industry sector	**AQF** Level**	**Required assessor or industry subject matter expert experience**
Drilling, Metalliferous Mining, Coal Mining, Extractive (Quarrying) and Civil Construction	1	1 Year
	2	2 Years
Drilling, Coal Mining and Extractive (Quarrying)	3-6	3 Years
Metalliferous Mining and Civil Construction	3-6	5 Years
Other sectors	Where this unit is being assessed outside of the Resources and Infrastructure Sectors, assessor and/or industry subject matter expert experience should be in-line with industry standards for the sector in which it is being assessed and, where no industry standard is specified, should comply with any relevant regulation.	

*Assessors can demonstrate current work experience through employment within industry in a role relevant to the outcomes of the unit; or, for external assessors this can be demonstrated through exposure to industry by conducting frequent site assessments across various locations.

**Where a unit is being delivered outside of a qualification the first numeric character in the unit code should be considered to indicate the AQF level.

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Links

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RIIMPO318E Conduct civil construction skid steer loader operations

Modification History

Release	Comment
1	This unit replaces RIIMPO318D Conduct civil construction skid steer loader operations. Performance criteria 3.3 and 5.2 amended. Element 5 title amended. Amendments made to performance and knowledge evidence. All changes were minor in relation to lifting, attachments, refuelling and relocating plant.

Application

This unit describes the skills and knowledge required to conduct civil construction skid steer loader operations in civil construction.

This unit is appropriate for those working in operational roles.

Licensing, legislative, regulatory and certification requirements that apply to this unit can vary between states, territories, and industry sectors. Relevant information must be sourced prior to application of the unit.

Unit Sector

Civil construction

Elements and Performance Criteria

1. Plan and prepare for skid steer loader operations	1.1 Access, interpret and apply skid steer loader operations documentation and ensure the work activity is compliant 1.2 Obtain, read, interpret, clarify and confirm work requirements 1.3 Identify and address risks, hazards and environmental issues and implement control measures 1.4 Select and wear personal protective equipment appropriate for work activities 1.5 Obtain, identify and implement traffic signage requirements 1.6 Select, and check for faults, equipment and/or attachments for work activities 1.7 Obtain and interpret emergency procedures, and be prepared

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	for fire/accident/emergency
2. Operate skid steer loader	2.1 Carry out pre-start, start-up, park, shutdown and secure equipment procedures 2.2 Coordinate activities with others at the site prior to commencement of, and during, the work activity 2.3 Continually monitor hazards and risks, and ensure safety of self, other personnel, plant and equipment 2.4 Drive and operate loader, and modify the operating technique to meet changing work conditions 2.5 Complete work plan within the operating capacity of the equipment 2.6 Act on or report monitoring systems and alarms
3. Load, carry and place materials	3.1 Conduct communication practices associated with transportation and lifting of materials 3.2 Establish weight of load and ensure it is within safe operational limits of the machine 3.3 Select, appropriate attachment and/or required equipment in accordance with safe working load requirements 3.4 Position machinery to ensure stability and locate to effectively shift materials according to job specifications 3.5 Shift load safely and effectively 3.6 Move load using hand/audible/communication signals
4. Select, remove and fit attachments	4.1 Select attachment for the task 4.2 Remove and fit attachment 4.3 Test attachment and ensure correct fitting and operation 4.4 Use attachment in accordance with recommendations and design limits 4.5 Clean and store removed attachments in designated location
5. Prepare to relocate the skid steer loader	5.1 Prepare for relocation of skid steer loader 5.2 Move skid steer loader safely within and/or between work areas, observing relevant codes and traffic management requirements 5.3 Load and unload machine from float/trailer
6. Carry out machine operator maintenance	6.1 Prepare machine for maintenance 6.2 Conduct inspection and fault finding 6.3 Carry out scheduled maintenance tasks

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	6.4	Process written maintenance records
7. Conduct housekeeping activities	7.1	Clear work area and dispose of or recycle materials
	7.2	Process records

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit. Further information is available in the Resources and Infrastructure Industry Training Package Companion Volume.

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
RIIMPO318E Conduct civil construction skid steer loader operations	RIIMPO318D Conduct civil construction skid steer loader operations	Minor amendments made to element title, two performance criteria, performance and knowledge evidence.	Equivalent

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272

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Assessment Requirements for RIIMPO318E Conduct civil construction skid steer loader operations

Modification History

Release	Comment
1	This unit replaces RIIMPO318D Conduct civil construction skid steer loader operations. Performance criteria 3.3 and 5.2 amended. Element 5 title amended. Amendments made to performance and knowledge evidence. All changes were minor in relation to lifting, attachments, refuelling and relocating plant.

Performance Evidence

Evidence is required to be collected that demonstrates a candidate's competency in this unit. Evidence must be relevant to the roles within this sector's work operations and satisfy all of the requirements of the performance criteria of this unit and include evidence that the candidate:

- locates and applies relevant documentation, policies and procedures
- implements the requirements, procedures and techniques for the safe, effective and efficient completion of civil construction skid steer loader operations including:
  - conducting prestart checks prior to commencing operations and shutdown procedures on completion of operations
  - driving and operating the equipment to site conditions
  - applying safe work practices and identifying and reporting all potential hazards, risks and environmental issues
  - applying problem solving and troubleshooting techniques
  - applying levelling techniques
  - selecting and using the required tools and equipment
  - working safely around other machines and personnel
  - safely parking and securing equipment
  - applying methods of changing machine attachments
- works effectively with others to undertake and complete civil construction skid steer loader operations that meet all of the required outcomes including:
  - using a range of communications techniques and equipment to convey information to others
  - maintaining written and verbal reporting requirements and procedures
  - organising work activities to meet all task requirements
  - communicating clearly and concisely with others to receive and clarify work instructions

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- demonstrates completion of conducting civil construction skid steer loader operations that safely, effectively and efficiently meets all of the required outcomes on more than one (1) occasion including:
  - completion of operations to specification using a variety of material types including:
    - stripping/spreading topsoil and materials
    - backfilling
    - lifting, loading vehicles
    - excavations
    - mixing materials
    - site clean-up
  - selecting, fitting, testing, using and removing a minimum of one (1) of the following attachments:
    - multipurpose bucket
    - forks
    - dozer blade
    - backhoe
    - auger
    - chain digger
    - power broom
    - profiler
    - tiller/mixer
    - rotary hoe
    - hammer
    - asphalt cutter/saw
    - concrete cutter/saw
    - rake

Knowledge Evidence

The candidate must demonstrate knowledge of the following when conducting civil construction skid steer loader operations:

- ground conditions
- isolation procedures
- equipment processes, technical capability and limitations
- preparation for fire/accident/emergency
- signs of operator fatigue and how it should be managed
- interpretation of drawings and sketches
- site isolation and traffic control responsibilities and authorities
- Civil construction terminology
- project quality requirements
- basic principles of soil technology and soil compaction for civil works

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- basic earthworks calculations
- Civil construction activity sequences of road construction, earthworks and drainage
- methods for calculating safe working loads
- operational, maintenance and basic diagnostics
- housekeeping activities
- vehicle refuelling requirements and procedures

Assessment Conditions

- Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors; and industry regulations for certification and licensing; and,
- this unit must be assessed in the context of this sector's work environment; and,
- this unit must be assessed in compliance with relevant legislation/regulation and using policies, procedures, processes and operational manuals directly related to the industry sector for which it is being assessed; and,
- assessment may be conducted in conjunction with the assessment of other units of competency; and,
- assessment must confirm consistent performance can be applied in a range of relevant workplace circumstances; and,
- assessors must demonstrate the performance evidence, and knowledge evidence as outlined in this unit of competency, and through the minimum years of current* work experience specified below in an industry sector relevant to the outcomes of the unit; or,
- where the assessor does not meet experience requirements a co-assessment or partnership arrangement must exist between the qualified assessor and an industry subject matter expert. The industry subject matter expert should hold the unit being assessed (or an equivalent unit) and/or demonstrate equivalence of skills and knowledge at the unit level. An industry technical expert must also demonstrate skills and knowledge from the minimum years of current work experience specified below in the industry sector, including time spent in roles related to the unit being assessed; and,
- assessor and industry subject matter expert requirements differ depending on the Australian Qualifications Framework Level (AQF) of the qualification being assessed and/or industry sector as follows:

Industry sector	**AQF** Level**	**Required assessor or industry subject matter expert experience**
Drilling, Metalliferous Mining, Coal Mining, Extractive (Quarrying) and Civil Construction	1	1 Year
	2	2 Years
Drilling, Coal Mining and Extractive (Quarrying)	3-6	3 Years
Metalliferous Mining and Civil Construction	3-6	5 Years

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Other sectors	Where this unit is being assessed outside of the Resources and Infrastructure Sectors, assessor and/or industry subject matter expert experience should be in-line with industry standards for the sector in which it is being assessed and, where no industry standard is specified, should comply with any relevant regulation.

*Assessors can demonstrate current work experience through employment within industry in a role relevant to the outcomes of the unit; or, for external assessors this can be demonstrated through exposure to industry by conducting frequent site assessments across various locations.

**Where a unit is being delivered outside of a qualification the first numeric character in the unit code should be considered to indicate the AQF level.

Links

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RIIMPO319D Conduct backhoe/loader operations

Modification History

Release	Comment
1	This unit replaces RIIMPO319A Conduct backhoe loader operations.
2	Amended Performance Evidence and Performance Criteria; amend reference to Licensing requirements in Unit Application.
3	Required frequency and volume of evidence amended in Performance evidence. Substantial amendments made in Assessment Conditions field, including: references to Industry Sectors, assessor and subject matter expert experience requirements, how assessment should be conducted and what it should confirm.

Application

This unit describes a participant's skills and knowledge required to conduct backhoe/loader operations in Civil construction.

This unit is appropriate for those working in operational roles.

Licensing, legislative, regulatory and certification requirements that apply to this unit can vary between states, territories, and Industry sectors. Relevant information must be sourced prior to application of the unit.

Unit Sector

Civil construction

Elements and Performance Criteria

1. Plan and prepare for backhoe/loader operations	1.1 Access, interpret and apply backhoe/loader operations documentation and ensure the work activity is compliant 1.2 Obtain, read, interpret, clarify and confirm work instructions 1.3 Identify and address risks, hazards and environmental issues and implement control measures 1.4 Select and wear personal protective equipment appropriate for work activities 1.5 Identify, obtain and implement signage traffic management

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	requirements 1.6 Select, and check for faults, equipment and/or attachments for work activities 1.7 Obtain and interpret emergency procedures, and be prepared for fire/accident/emergency
2. Operate backhoe/ loader	2.1 Carry out pre-start, start-up, park, shutdown and secure equipment procedures 2.2 Coordinate activities with others at the site prior to commencement of, and during, the work activity 2.3 Continually monitor hazards and risks , and ensure safety of self, other personnel, plant and equipment 2.4 Drive and operate machine, and modify the operating technique to meet changing work conditions 2.5 Complete work plan within the operating capacity of the equipment 2.6 Act on or report monitoring systems and alarms
3. Load, carry and place materials	3.1 Conduct communication practices associated with transportation and lifting of materials 3.2 Establish weight of load and ensure it is within safe operational limits of the machine 3.3 Select, attach and apply slings and lifting gear in accordance with safe working load requirements 3.4 Position and locate machinery to ensure stability to effectively shift materials according to job specifications 3.5 Shift load safely and effectively 3.6 Move load using hand/audible/communication signals
4. Select, remove and fit attachments	4.1 Select attachment for the task 4.2 Remove and fit attachment 4.3 Test attachment and ensure correct fitting and operation 4.4 Use attachment in accordance with recommendations and design limits 4.5 Clean and store removed attachments in designated location
5. Relocate the backhoe/ loader	5.1 Prepare backhoe/loader for relocation 5.2 Move backhoe/loader safely between worksites, observing relevant codes and traffic management requirements
6. Carry out machine	6.1 Prepare machine for maintenance

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operator maintenance	6.2	Conduct inspection and fault finding
	6.3	Carry out scheduled maintenance tasks
	6.4	Process written maintenance records
7. Clean up	7.1	Clear work area and dispose of or recycle materials
	7.2	Process records

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit. Further information is available in the Resources and Infrastructure Industry Training Package Companion Volume.

Unit Mapping Information

RIIMPO319A Conduct backhoe loader operations

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272

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Assessment Requirements for RIIMPO319D Conduct backhoe/loader operations

Modification History

Release	Comment
1	This unit replaces RIIMPO319A Conduct backhoe loader operations.
2	Amended Performance Evidence and Performance Criteria; amend reference to Licensing requirements in Unit Application.
3	Required frequency and volume of evidence amended in Performance evidence. Substantial amendments made in Assessment Conditions field, including: references to Industry Sectors, assessor and subject matter expert experience requirements, how assessment should be conducted and what it should confirm.

Performance Evidence

Evidence is required to be collected that demonstrates a candidate's competency in this unit. Evidence must be relevant to the roles within this sector's work operations and satisfy all of the requirements of the performance criteria of this unit and include evidence that the candidate:

- locates and applies relevant documentation, policies and procedures
- implements the requirements, procedures and techniques for the safe, effective and efficient completion of backhoe/ loader operations including:
  - conducting prestart checks prior to commencing operations and shutdown procedures on completion of operations
  - carrying out vehicle refuelling requirements and procedures
  - driving and operating the equipment to site conditions
  - applying safe work practices and identifying and reporting all potential hazards, risks and environmental issues
  - applying problem solving and troubleshooting techniques
  - applying leveling techniques
  - selecting and using the required tools and equipment
  - working safely around other machines and personnel
  - safely parking and securing of equipment
  - applying methods of changing machine attachments
- works effectively with others to undertake and complete backhoe/ loader operations that meet all of the required outcomes including:

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  - using a range of communications techniques and equipment to convey information to others
  - maintaining written and verbal reporting requirements and procedures
  - organising work activities to meet all task requirements
  - communicating clearly and concisely with others to receive and clarify work instructions
- demonstrates completion of conducting backhoe/loader operations that safely, effectively and efficiently meets all of the required outcomes on more than one (1) occasion including:
  - completion of operations to specification using a variety of material types including:
    - mixing materials
    - stripping/spreading topsoils and materials
    - trench excavation
    - backfilling
    - lifting and carrying materials
    - loading dump trucks, wagons, hoppers, chutes, and cutting/boxing
  - fitting and removal a variety of attachments selected from the following:
    - extending devices
    - tilt bucket
    - buckets
    - compaction wheel
    - ripper
    - plate compactor
    - rock breaker
    - auger
    - broom
    - mower/slasher
    - forklift
    - 4 in 1 bucket and free/rock grab

Knowledge Evidence

The candidate must demonstrate knowledge of the following when conducting backhoe/loader operations:

- identifying, interpreting ground conditions
- communicating and performing isolation procedures
- identifying equipment processes, technical capability and limitations
- being prepared for fire/accident/emergency
- identifying signs of operator fatigue and how it should be managed
- interpreting drawings and sketches
- identifying site isolation and traffic control responsibilities and authorities

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- using civil construction terminology
- complying with project quality requirements
- applying basic principles of soil technology and soil compaction for civil works
- using basic earthworks calculations
- using civil construction activity sequences of road construction, earthworks and drainage
- applying leveling techniques
- using methods for calculating safe working loads
- applying operational, maintenance and basic diagnostics
- completing housekeeping activities

Assessment Conditions

- An assessor of this unit must satisfy the requirements of the NVR/AQTF or their successors; and Industry regulations for certification and licensing; and,
- this unit must be assessed in the context of this sector's work environment; and,
- this unit must be assessed in compliance with relevant legislation/regulation and using policies, procedures, processes and operational manuals directly related to the industry sector for which it is being assessed; and,
- assessment may be conducted in conjunction with the assessment of other Units of Competency; and,
- assessment must confirm consistent performance can be applied in a range of relevant workplace circumstances; and,
- assessors must demonstrate the performance evidence, and knowledge evidence as outlined in this Unit of Competency, and through the minimum years of current* work experience specified below in an Industry sector relevant to the outcomes of the unit; or,
- where the assessor does not meet experience requirements a co-assessment or partnership arrangement must exist between the qualified assessor and an Industry subject matter expert. The Industry subject matter expert should hold the unit being assessed (or an equivalent unit) and/or demonstrate equivalence of skills and knowledge at the unit level. An Industry technical expert must also demonstrate skills and knowledge from the minimum years of current work experience specified below in the Industry sector, including time spent in roles related to the unit being assessed; and,
- assessor and Industry subject matter expert requirements differ depending on the Australian Qualifications Framework Level (AQF) of the qualification being assessed and/or Industry Sector as follows:

Industry sector	**AQF** Level**	**Required assessor or Industry subject matter expert experience**
Drilling, Metalliferous Mining, Coal Mining, Extractive (Quarrying) and Civil Construction	1	1 Year
	2	2 Years

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Drilling, Coal Mining and Extractive (Quarrying)	3-6	3 Years
Metalliferous Mining and Civil Construction	3-6	5 Years
Other sectors	Where this Unit is being assessed outside of the Resources and Infrastructure Sectors assessor and/or Industry subject matter expert experience should be in-line with industry standards for the sector in which it is being assessed and where no Industry standard is specified should comply with any relevant regulation.	

*Assessors can demonstrate current work experience through employment within Industry in a role relevant to the outcomes of the Unit; or, for external assessors this can be demonstrated through exposure to Industry by conducting frequent site assessments across various locations.

**Where a unit is being delivered outside of a Qualification the first numeric character in the Unit code should be considered to indicate the AQF level

Links

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RIIMPO320E Conduct civil construction excavator operations

Modification History

Release	Comment
1	This unit replaces RIIMPO320D Conduct civil construction excavator operations. Performance criteria 5.3 amended grammatically. Performance evidence ‘carrying out vehicle refuelling requirements and procedures’ moved to knowledge evidence. Unit mapping table included.

Application

This unit describes a participant’s skills and knowledge required to conduct civil construction excavator operations in Civil construction.

This unit is appropriate for those working in operational roles.

Licensing, legislative, regulatory and certification requirements that apply to this unit can vary between states, territories, and industry sectors. Relevant information must be sourced prior to application of the unit.

Unit Sector

Civil construction

Elements and Performance Criteria

1. Plan and prepare for excavator operations	1.1 Access, interpret and apply excavator operations documentation and ensure the work activity is compliant 1.2 Obtain, read, interpret, clarify and confirm work requirements 1.3 Identify and address risks, hazards and environmental issues and implement control measures 1.4 Select and wear personal protective equipment appropriate for work activities 1.5 Obtain, identify and implement traffic management signage requirements 1.6 Select, and check for faults, equipment and/or attachments for work activities 1.7 Obtain and interpret emergency procedures, and be prepared for fire/accident/emergency

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2. Operate excavator	2.1 Carry out pre-start, start-up, park, shutdown and secure equipment procedures 2.2 Coordinate activities with others at the site prior to commencement of, and during, the work activity 2.3 Continually monitor hazards and risks, and ensure safety of self, other personnel, plant and equipment 2.4 Drive and operate excavator, and modify the operating technique to meet changing work conditions
3. Lift, carry and place materials	3.1 Conduct communication practices associated with transportation and lifting of materials 3.2 Establish weight of load and ensure it is within safe operational limits of the machine 3.3 Select, attach and use slings and lifting gear in accordance with safe working load requirements 3.4 Position machinery and ensure stability and locate to effectively shift materials according to job specifications 3.5 Shift load safely and effectively 3.6 Move load using hand/audible/communication signals
4. Select, remove and fit attachments	4.1 Select attachment for the task 4.2 Remove and fit attachment according to manufacturer's manual and site requirements 4.3 Test attachment and ensure correct fitting and operation 4.4 Use attachment in accordance with recommendations and design limits 4.5 Remove, clean and store attachments in designated location
5. Prepare to relocate the excavator	5.1 Prepare excavator for relocation 5.2 Move excavator safely within and/or between work areas, observing relevant codes and traffic management requirements 5.3 Load and unload machine from float/trailer
6. Carry out machine operator maintenance	6.1 Prepare machine for maintenance 6.2 Conduct inspection and fault finding 6.3 Carry out scheduled maintenance tasks 6.4 Process written maintenance records
7. Conduct housekeeping activities	7.1 Clear work area and dispose of or recycle materials 7.2 Process records

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit. Further information is available in the Resources and Infrastructure Industry Training Package Companion Volume.

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
RIIMPO320E Conduct civil construction excavator operations	RIIMPO320D Conduct civil construction excavator operations	Performance Criteria, Performance Evidence and Knowledge Evidence amended.	Equivalent

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272

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Assessment Requirements for RIIMPO320E Conduct civil construction excavator operations

Modification History

Release	Comment
1	This unit replaces RIIMPO320D Conduct civil construction excavator operations. Performance criteria 5.3 amended grammatically. Performance evidence ‘carrying out vehicle refuelling requirements and procedures’ moved to knowledge evidence. Unit mapping table included.

Performance Evidence

Evidence is required to be collected that demonstrates a candidate’s competency in this unit. Evidence must be relevant to the roles within this sector’s work operations and satisfy all of the requirements of the performance criteria of this unit and include evidence that the candidate:

- locates and applies relevant documentation, policies and procedures
- implements the requirements, procedures and techniques for the safe, effective and efficient completion of excavator operations including:
  - conducting prestart checks prior to commencing operations and shutdown procedures on completion of operations
  - driving and operating the equipment to site conditions
  - applying safe work practices and identifying and reporting all potential hazards, risks and environmental issues
  - applying problem solving and troubleshooting techniques
  - applying levelling techniques
  - selecting and using the required tools and equipment
  - working safely around other machines and personnel
  - safely parking and securing equipment
  - applying methods of changing machine attachments
- works effectively with others to undertake and complete excavator operations that meet all of the required outcomes including:
  - using a range of communications techniques and equipment to convey information to others
  - maintaining written and verbal reporting requirements and procedures
  - organising work activities to meet all task requirements
  - communicating clearly and concisely with others to receive and clarify work instructions

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- demonstrates completion of conducting civil construction excavator operations that safely, effectively and efficiently meets all of the required outcomes on more than one (1) occasion including:
  - completing operations to specification using a variety of material types and activities including:
    - loading, cutting/boxing
    - stripping/spreading
    - lifting and carrying materials
    - bulk excavation
    - mixing/backfilling
    - trench excavation
    - stockpiling
    - battering
    - benching
    - site clean up
  - fitting and removal of a variety of attachments selected from the following:
    - tilt bucket
    - buckets
    - lifting device
    - vibrating compaction wheel
    - ripper/tyne
    - compaction plate
    - compaction wheel
    - rock breaker
    - auger

Knowledge Evidence

The candidate must demonstrate knowledge of the following when conducting civil construction excavator operations:

- ground conditions
- isolation procedures
- equipment processes, technical capability and limitations
- prepararion for fire/accident/emergency
- signs of operator fatigue and how it should be managed
- drawings and sketches
- site isolation and traffic control responsibilities and authorities
- civil construction terminology
- project quality requirements
- basic principles of soil technology and soil compaction for civil works
- basic earthworks calculations

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- Civil construction activity sequences of road construction, earthworks and drainage
- vehicle refuelling requirements and procedures
- using methods for calculating safe working loads
- operational, maintenance and basic diagnostics
- housekeeping activities

Assessment Conditions

- Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors; and industry regulations for certification and licensing; and,
- this unit must be assessed in the context of this sector's work environment; and,
- this unit must be assessed in compliance with relevant legislation/regulation and using policies, procedures, processes and operational manuals directly related to the industry sector for which it is being assessed; and,
- assessment may be conducted in conjunction with the assessment of other units of competency; and,
- assessment must confirm consistent performance can be applied in a range of relevant workplace circumstances; and,
- assessors must demonstrate the performance evidence, and knowledge evidence as outlined in this unit of competency, and through the minimum years of current* work experience specified below in an industry sector relevant to the outcomes of the unit; or,
- where the assessor does not meet experience requirements a co-assessment or partnership arrangement must exist between the qualified assessor and an industry subject matter expert. The industry subject matter expert should hold the unit being assessed (or an equivalent unit) and/or demonstrate equivalence of skills and knowledge at the unit level. An industry technical expert must also demonstrate skills and knowledge from the minimum years of current work experience specified below in the industry sector, including time spent in roles related to the unit being assessed; and,
- assessor and industry subject matter expert requirements differ depending on the Australian Qualifications Framework Level (AQF) of the qualification being assessed and/or industry sector as follows:

Industry sector	**AQF** Level**	**Required assessor or industry subject matter expert experience**
Drilling, Metalliferous Mining, Coal Mining, Extractive (Quarrying) and Civil Construction	1	1 Year
	2	2 Years
Drilling, Coal Mining and Extractive (Quarrying)	3-6	3 Years
Metalliferous Mining and Civil Construction	3-6	5 Years

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Other sectors	Where this unit is being assessed outside of the Resources and Infrastructure Sectors, assessor and/or industry subject matter expert experience should be in-line with industry standards for the sector in which it is being assessed and, where no industry standard is specified, should comply with any relevant regulation.

*Assessors can demonstrate current work experience through employment within industry in a role relevant to the outcomes of the unit; or, for external assessors this can be demonstrated through exposure to industry by conducting frequent site assessments across various locations.

**Where a unit is being delivered outside of a qualification the first numeric character in the unit code should be considered to indicate the AQF level.

Links

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RIIMPO321E Conduct civil construction wheeled front end loader operations

Modification History

Release	Comment
1	This unit replaces RIIMPO321D Conduct civil construction wheeled front end loader operations. Unit application amended. Element related to attachments and related performance evidence removed. Performance criteria 4.2 amended grammatically. Performance evidence ‘carrying out vehicle refuelling requirements and procedures’ moved to knowledge evidence. Unit mapping table included.

Application

This unit describes the skills and knowledge required to conduct civil construction wheeled front end loader operations.

This unit is appropriate for those working in operational roles.

Where equipment being assessed requires the fitting and removal of attachments to be demonstrated an integrated tool carrier unit should be used.

Licensing, legislative, regulatory and certification requirements that apply to this unit can vary between states, territories, and Industry sectors. Relevant information must be sourced prior to application of the unit.

Unit Sector

Civil construction

Elements and Performance Criteria

1. Plan and prepare for wheeled front end loader operations	1.1 Access, interpret and apply wheeled front end loader operations documentation and ensure the work activity is compliant 1.2 Obtain, read, interpret, clarify and confirm work instructions 1.3 Identify and address risks, hazards and environmental issues and implement control measures 1.4 Select and wear personal protective equipment appropriate for work activities 1.5 Obtain, identify and implement traffic management signage requirements

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	1.6 Select equipment for work activities and check for faults 1.7 Obtain and interpret emergency procedures, and be prepared for fire/accident/emergency
2. Operate front end loader	2.1 Carry out pre-start, start-up, park, shutdown and secure equipment procedures 2.2 Coordinate activities with others at the site prior to commencement of, and during, the work activity 2.3 Continually monitor hazards and risks, and ensure safety of self, other personnel, plant and equipment 2.4 Drive and operate front end loader, and modify the operating technique to meet changing work conditions 2.5 Complete work plan within the operating capacity of the equipment 2.6 Act on or report monitoring systems and alarms
3. Attach, secure, lift, carry and place materials	3.1 Conduct communication practices associated with transportation and lifting of materials 3.2 Establish weight of load and ensure it is within safe operational limits of the machine 3.3 Select, attach and use slings and lifting gear in accordance with safe working load requirements 3.4 Position machinery to ensure stability and locate to effectively shift materials according to job specifications 3.5 Shift load safely and effectively 3.6 Move load using hand/audible/communication signals
4. Prepare to relocate the front end loader	4.1 Prepare front end loader for relocation 4.2 Move front end loader safely within and/or between work areas, observing relevant codes and traffic management requirements 4.3 Load and unload machine from float/trailer
5. Carry out machine operator maintenance	5.1 Prepare machine for maintenance 5.2 Conduct inspection and fault finding 5.3 Carry out scheduled maintenance tasks 5.4 Process written maintenance records
6. Conduct housekeeping activities	6.1 Clear work area and dispose of or recycle materials 6.2 Process records

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit. Further information is available in the Resources and Infrastructure Industry Training Package Companion Volume.

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
RIIMPO321E Conduct civil construction wheeled front end loader operations	RIIMPO321D Conduct civil construction wheeled front end loader operations	Unit application amended; element removed; performance and knowledge evidence amended	Not equivalent

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272

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Assessment Requirements for RIIMPO321E Conduct civil construction wheeled front end loader operations

Modification History

Release	Comment
1	This unit replaces RIIMPO321D Conduct civil construction wheeled front end loader operations. Unit application amended. Element related to attachments and related performance evidence removed. Performance criteria 4.2 amended grammatically. Performance evidence ‘carrying out vehicle refuelling requirements and procedures’ moved to knowledge evidence. Unit mapping table included.

Performance Evidence

Evidence is required to be collected that demonstrates a candidate’s competency in this unit. Evidence must be relevant to the roles within this sector’s work operations and satisfy all of the requirements of the performance criteria of this unit and include evidence that the candidate:

- locates and applies relevant documentation, policies and procedures
- implements the requirements, procedures and techniques for the safe, effective and efficient completion of civil construction wheeled front end loader operations including:
  - conducting prestart checks prior to commencing operations and shutdown procedures on completion of operations
  - driving and operating the equipment to site conditions
  - applying safe work practices and identifying and reporting all potential hazards, risks and environmental issues
  - applying problem solving and troubleshooting techniques
  - applying levelling techniques
  - selecting and using the required tools and equipment
  - working safely around other machines and personnel
  - safely parking and securing equipment
- works effectively with others to undertake and complete civil construction wheeled front end loader operations that meet all of the required outcomes including:
  - using a range of communications techniques and equipment to convey information to others
  - maintaining written and verbal reporting requirements and procedures
  - organising work activities to meet all task requirements
  - communicating clearly and concisely with others to receive and clarify work instructions

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- demonstrates completion of civil construction wheeled front end loader operations that safely, effectively and efficiently meets all of the required outcomes on at least one (1) occasion including:
  - completion of operations to specification in a minimum of two different material types including:
    - mixing materials
    - stripping/spreading topsoil and materials
    - loading, cutting/boxing
    - backfilling
  - lifting and carrying materials
  - site clean-up on

Knowledge Evidence

The candidate must demonstrate knowledge of the following when conducting civil construction wheeled front end loader operations:

- ground conditions
- isolation procedures
- equipment processes, technical capability and limitations
- preparation for fire/accident/emergency
- signs of operator fatigue and how it should be managed
- drawings and sketches
- site isolation and traffic control responsibilities and authorities
- civil construction terminology
- project quality requirements
- basic principles of soil technology and soil compaction for civil works
- basic earthworks calculations
- civil construction activity sequences of road construction, earthworks and drainage
- vehicle refuelling requirements and procedures
- methods for calculating safe working loads
- operational, maintenance and basic diagnostics
- housekeeping activities

Assessment Conditions

- Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors; and industry regulations for certification and licensing; and,
- this unit must be assessed in the context of this sector’s work environment; and,
- this unit must be assessed in compliance with relevant legislation/regulation and using policies, procedures, processes and operational manuals directly related to the industry sector for which it is being assessed; and,

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- assessment may be conducted in conjunction with the assessment of other units of competency; and,
- assessment must confirm consistent performance can be applied in a range of relevant workplace circumstances; and,
- assessors must demonstrate the performance evidence, and knowledge evidence as outlined in this unit of competency, and through the minimum years of current* work experience specified below in an industry sector relevant to the outcomes of the unit; or,
- where the assessor does not meet experience requirements a co-assessment or partnership arrangement must exist between the qualified assessor and an industry subject matter expert. The industry subject matter expert should hold the unit being assessed (or an equivalent unit) and/or demonstrate equivalence of skills and knowledge at the unit level. An industry technical expert must also demonstrate skills and knowledge from the minimum years of current work experience specified below in the industry sector, including time spent in roles related to the unit being assessed; and,
- assessor and industry subject matter expert requirements differ depending on the Australian Qualifications Framework Level (AQF) of the qualification being assessed and/or industry sector as follows:

Industry sector	**AQF** Level**	**Required assessor or industry subject matter expert experience**
Drilling, Metalliferous Mining, Coal Mining, Extractive (Quarrying) and Civil Construction	1	1 Year
	2	2 Years
Drilling, Coal Mining and Extractive (Quarrying)	3-6	3 Years
Metalliferous Mining and Civil Construction	3-6	5 Years
Other sectors	Where this unit is being assessed outside of the Resources and Infrastructure Sectors, assessor and/or industry subject matter expert experience should be in-line with industry standards for the sector in which it is being assessed and, where no industry standard is specified, should comply with any relevant regulation.	

*Assessors can demonstrate current work experience through employment within industry in a role relevant to the outcomes of the unit; or, for external assessors this can be demonstrated through exposure to industry by conducting frequent site assessments across various locations.

**Where a unit is being delivered outside of a qualification the first numeric character in the unit code should be considered to indicate the AQF level.

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Links

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RIIMPO322D Conduct civil construction tracked front end loader operations

Modification History

Release	Comment
1	This unit replaces RIIMPO322A Conduct civil construction tracked front end loader operations. Performance Criteria amended to include Manoeuvring, Driving and Parking Up; made requirements more explicit; introduced Housekeeping element.
2	Editorial corrections; Modification History added.
3	Removed repetition from Performance Criteria; amended Performance Evidence wording; amend reference to Licensing requirements in Unit Application; editorial corrections.
4	Required frequency and volume of evidence amended in Performance evidence. Substantial amendments made in Assessment Conditions field, including: references to Industry Sectors, assessor and subject matter expert experience requirements, how assessment should be conducted and what it should confirm.

Application

This unit describes a participant's skills and knowledge required to conduct civil construction tracked front end loader operations in Civil construction.

This unit is appropriate for those working in operational roles.

Licensing, legislative, regulatory and certification requirements that apply to this unit can vary between states, territories, and Industry sectors. Relevant information must be sourced prior to application of the unit.

Unit Sector

Civil construction

Elements and Performance Criteria

1. Plan and prepare for tracked front end loader	1.1 Access, interpret and apply tracked front end loader operations documentation and ensure the work activity is compliant

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operations	1.2 Obtain, read, interpret, clarify and confirm work instructions 1.3 Identify and address risks, hazards and environmental issues and implement control measures 1.4 Select and wear personal protective equipment appropriate for work activities 1.5 Identify, obtain and implement traffic management signage requirements 1.6 Select, and check for faults, equipment and/or attachments for work activities 1.7 Obtain and interpret emergency procedures, and be prepared for fire/accident/emergency
2. Operate front end loader	2.1 Carry out pre-start, start-up, park, shutdown and secure equipment procedures 2.2 Coordinate activities with others at the site prior to commencement of, and during, the work activity 2.3 Continually monitor hazards and risks , and ensure safety of self, other personnel, plant and equipment 2.4 Drive and operate front end loader, and modify the operating technique to meet changing work conditions 2.5 Complete work plan within the operating capacity of the equipment 2.6 Act on or report monitoring systems and alarms
3. Attach, secure, lift, carry and place	3.1 Conduct communication practices associated with transportation and lifting of materials 3.2 Establish weight of load and ensure it is within safe operational limits of the machine 3.3 Select , attach and use slings and lifting gear in accordance with safe working load requirements 3.4 Position machinery to ensure stability and locate to effectively shift materials according to job specifications 3.5 Shift load safely and effectively 3.6 Move load using hand/audible/communication signals
4. Relocate the front end loader	4.1 Prepare front end loader for relocation 4.2 Move front end loader safely between work sites, observing relevant codes and traffic management requirements 4.3 Load and unload machine from float/trailer
5. Carry out machine	5.1 Prepare machine for maintenance

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operator maintenance	5.2 Conduct inspection and fault finding 5.3 Carry out scheduled maintenance tasks 5.4 Return machine to service 5.5 Process written maintenance records
6. Conduct housekeeping activities	6.1 Clear work area and dispose of or recycle materials in accordance with project environmental management plan 6.2 Process records

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit. Further information is available in the Resources and Infrastructure Industry Training Package Companion Volume.

Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272

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Assessment Requirements for RIIMPO322D Conduct civil construction tracked front end loader operations

Modification History

Release	Comment
1	This unit replaces RIIMPO322A Conduct civil construction tracked front end loader operations. Performance Criteria amended to include Manoeuvring, Driving and Parking Up; made requirements more explicit; introduced Housekeeping element.
2	Editorial corrections; Modification History added.
3	Removed repetition from Performance Criteria; amended Performance Evidence wording; amend reference to Licensing requirements in Unit Application; editorial corrections.
4	Required frequency and volume of evidence amended in Performance evidence. Substantial amendments made in Assessment Conditions field, including: references to Industry Sectors, assessor and subject matter expert experience requirements, how assessment should be conducted and what it should confirm.

Performance Evidence

Evidence is required to be collected that demonstrates a candidate's competency in this unit. Evidence must be relevant to the roles within this sector's work operations and satisfy all of the requirements of the performance criteria of this unit and include evidence that the candidate:

- locates and applies relevant documentation, policies and procedures
- implements the requirements, procedures and techniques for the safe, effective and efficient completion of tracked front end loader operations including:
  - conducting prestart checks prior to commencing operations and shutdown procedures on completion of operations
  - carrying out vehicle refuelling requirements and procedures
  - driving and operating the equipment to site conditions
  - applying safe work practices and identifying and reporting all potential hazards, risks and environmental issues
  - applying problem solving and troubleshooting techniques
  - applying leveling techniques
  - selecting and using the required tools and equipment
  - working safely around other machines and personnel

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  - safely parking and securing of equipment
  - applying methods of changing machine attachments
- works effectively with others to undertake and complete tracked front end loader operations that meet all of the required outcomes including:
  - using a range of communications techniques and equipment to convey information to others
  - maintaining written and verbal reporting requirements and procedures
  - organising work activities to meet all task requirements
  - communicating clearly and concisely with others to receive and clarify work instructions
- demonstrates completion of civil construction tracked front end loader operations that safely, effectively and efficiently meets all of the required outcomes on more than one (1) occasion including:
  - completion of operations to specification using a variety of material types including:
    - mixing materials
    - stripping/spreading topsoil and materials
    - loading
    - cutting/boxing
    - backfilling
    - lifting and carrying materials
    - site clean-up

Knowledge Evidence

The candidate must demonstrate knowledge of the following when conducting civil construction tracked front end loader operations:

- identifying, interpreting ground conditions
- communicating and performing isolation procedures
- identifying equipment processes, technical capability and limitations
- being prepared for fire/accident/emergency
- identifying signs of operator fatigue and how it should be managed
- interpreting drawings and sketches
- identifying site isolation and traffic control responsibilities and authorities
- using civil construction terminology
- complying with project quality requirements
- applying basic principles of soil technology and soil compaction for civil works
- using basic earthworks calculations
- using civil construction activity sequences of road construction, earthworks and drainage
- using methods for calculating safe working loads
- applying operational, maintenance and basic diagnostics

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- completing housekeeping activities

Assessment Conditions

- An assessor of this unit must satisfy the requirements of the NVR/AQTF or their successors; and Industry regulations for certification and licensing; and,
- this unit must be assessed in the context of this sector's work environment; and,
- this unit must be assessed in compliance with relevant legislation/regulation and using policies, procedures, processes and operational manuals directly related to the industry sector for which it is being assessed; and,
- assessment may be conducted in conjunction with the assessment of other Units of Competency; and,
- assessment must confirm consistent performance can be applied in a range of relevant workplace circumstances; and,
- assessors must demonstrate the performance evidence, and knowledge evidence as outlined in this Unit of Competency, and through the minimum years of current* work experience specified below in an Industry sector relevant to the outcomes of the unit; or,
- where the assessor does not meet experience requirements a co-assessment or partnership arrangement must exist between the qualified assessor and an Industry subject matter expert. The Industry subject matter expert should hold the unit being assessed (or an equivalent unit) and/or demonstrate equivalence of skills and knowledge at the unit level. An Industry technical expert must also demonstrate skills and knowledge from the minimum years of current work experience specified below in the Industry sector, including time spent in roles related to the unit being assessed; and,
- assessor and Industry subject matter expert requirements differ depending on the Australian Qualifications Framework Level (AQF) of the qualification being assessed and/or Industry Sector as follows:

Industry sector	**AQF** Level**	**Required assessor or Industry subject matter expert experience**
Drilling, Metalliferous Mining, Coal Mining, Extractive (Quarrying) and Civil Construction	1	1 Year
	2	2 Years
Drilling, Coal Mining and Extractive (Quarrying)	3-6	3 Years
Metalliferous Mining and Civil Construction	3-6	5 Years
Other sectors	Where this Unit is being assessed outside of the Resources and Infrastructure Sectors assessor and/or Industry subject matter expert experience should be in-line with industry standards for the sector in which it is being assessed and where no Industry standard is	

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	specified should comply with any relevant regulation.

*Assessors can demonstrate current work experience through employment within Industry in a role relevant to the outcomes of the Unit; or, for external assessors this can be demonstrated through exposure to Industry by conducting frequent site assessments across various locations.

**Where a unit is being delivered outside of a Qualification the first numeric character in the Unit code should be considered to indicate the AQF level

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272

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RIIMPO323D Conduct civil construction dozer operations

Modification History

Release	Comment
1	This unit replaces RIIMPO323A Conduct civil construction dozer operations. Performance Criteria amended to include Manoeuvring, Driving and Parking Up; made requirements more explicit; introduced Housekeeping element.
2	Editorial corrections; corrected Performance Criteria numbering; Modification History added.
3	Removed repetition from Performance Criteria; amended Performance Evidence wording; amend reference to Licensing requirements in Unit Application; editorial corrections.
4	Required frequency and volume of evidence amended in Performance evidence. Substantial amendments made in Assessment Conditions field, including: references to Industry Sectors, assessor and subject matter expert experience requirements, how assessment should be conducted and what it should confirm.

Application

This unit describes a participant's skills and knowledge required to conduct civil construction dozer operations in Civil construction.

This unit is appropriate for those working in operational roles.

Licensing, legislative, regulatory and certification requirements that apply to this unit can vary between states, territories, and Industry sectors. Relevant information must be sourced prior to application of the unit.

Unit Sector

Civil construction

Elements and Performance Criteria

1. Plan and prepare for dozer operations	1.1 Access, interpret and apply dozer operations documentation and ensure the work activity is compliant 1.2 Obtain, read, interpret, clarify and confirm work instructions

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	1.3 Identify and address risks, hazards and environmental issues and implement control measures 1.4 Select and wear personal protective equipment appropriate for work activities 1.5 Identify, obtain and implement traffic management signage requirements 1.6 Select, and check for faults, tools, equipment and/or attachments for work activities 1.7 Obtain and interpret emergency procedures, and be prepared for fire/accident/emergency
2. Operate dozer	2.1 Carry out pre-start, start-up, park, shutdown and secure equipment procedures 2.2 Coordinate activities with others at the site prior to commencement of, and during, the work activity 2.3 Continually monitor hazards and risks, and ensure safety of self, other personnel, plant and equipment 2.4 Drive and operate dozer, and modify the operating technique to meet changing work conditions 2.5 Complete work plan within the operating capacity of the equipment 2.6 Act on or report monitoring systems and alarms
3. Select, remove and fit attachments	3.1 Select attachment for the task 3.2 Remove and fit attachment 3.3 Test attachment and ensure correct fitting and operation 3.4 Use attachment in accordance with recommendations and design limits 3.5 Remove, clean and store attachments in designated location
4. Relocate the dozer	4.1 Prepare dozer for relocation 4.2 Move dozer safely between worksites, observing relevant codes and traffic management requirements 4.3 Load and unload machine from float/trailer
5. Carry out machine operator maintenance	5.1 Prepare machine for maintenance 5.2 Conduct inspection and fault finding 5.3 Carry out scheduled maintenance tasks 5.4 Process written maintenance records

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6. Conduct housekeeping activities	6.1	Clear work area and dispose of or recycle materials
	6.2	Process records

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit. Further information is available in the Resources and Infrastructure Industry Training Package Companion Volume.

Unit Mapping Information

RIIMPO323A Conduct civil construction dozer operations

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272

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Assessment Requirements for RIIMPO323D Conduct civil construction dozer operations

Modification History

Release	Comment
1	This unit replaces RIIMPO323A Conduct civil construction dozer operations. Performance Criteria amended to include Manoeuvring, Driving and Parking Up; made requirements more explicit; introduced Housekeeping element.
2	Editorial corrections; corrected Performance Criteria numbering; Modification History added.
3	Removed repetition from Performance Criteria; amended Performance Evidence wording; amend reference to Licensing requirements in Unit Application; editorial corrections.
4	Required frequency and volume of evidence amended in Performance evidence. Substantial amendments made in Assessment Conditions field, including: references to Industry Sectors, assessor and subject matter expert experience requirements, how assessment should be conducted and what it should confirm.

Performance Evidence

Evidence is required to be collected that demonstrates a candidate's competency in this unit. Evidence must be relevant to the roles within this sector's work operations and satisfy all of the requirements of the performance criteria of this unit and include evidence that the candidate:

- locates and applies relevant documentation, policies and procedures
- implements the requirements, procedures and techniques for the safe, effective and efficient completion of conduct dozer operations including:
  - conducting prestart checks prior to commencing operations and shutdown procedures on completion of operations
  - carrying out vehicle refuelling requirements and procedures
  - driving and operating the equipment to site conditions
  - applying safe work practices and identifying and reporting all potential hazards, risks and environmental issues
  - applying problem solving and troubleshooting techniques
  - applying leveling techniques
  - selecting and using the required tools and equipment
  - working safely around other machines and personnel

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  - safely parking and securing of equipment
  - applying methods of changing machine attachments
- works effectively with others to undertake and complete the conduct dozer operations that meet all of the required outcomes including:
  - using a range of communications techniques and equipment to convey information to others
  - maintaining written and verbal reporting requirements and procedures
  - organising work activities to meet all task requirements
  - communicating clearly and concisely with others to receive and clarify work instructions
- demonstrates completion of civil construction dozer operations that safely, effectively and efficiently meets all of the required outcomes including:
  - completion of operations to specification in a minimum of two (2) different soil types on three (3) occasions including:
    - stripping/spreading topsoil and materials
    - cut and fill
    - battering
    - stockpiling
    - bulk excavation
    - cutting drains
    - benching
    - backfilling
    - site clean-up on
  - fitting and removal of a minimum of three (3) attachments selected from the following:
    - stick rakes
    - root rakes
    - push blade
    - angle blade
    - bull blade
    - power angle tilt blade
    - rippers, winch
    - tree pusher
    - cable plough
    - stump plough
    - power control unit
    - cable drum

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Knowledge Evidence

The candidate must demonstrate knowledge of the following when conducting civil construction dozer operations:

- identifying, interpreting ground conditions
- communicating and performing isolation procedures
- identifying equipment processes, technical capability and limitations
- being prepared for fire/accident/emergency
- identifying signs of operator fatigue and how it should be managed
- interpreting drawings and sketches
- identifying site isolation and traffic control responsibilities and authorities
- using civil construction terminology
- complying with project quality requirements
- applying basic principles of soil technology and soil compaction for civil works
- using basic earthworks calculations
- using civil construction activity sequences of road construction, earthworks and drainage
- using methods for calculating safe working loads
- applying operational, maintenance and basic diagnostics
- completing housekeeping activities

Assessment Conditions

- An assessor of this unit must satisfy the requirements of the NVR/AQTF or their successors; and Industry regulations for certification and licensing; and,
- this unit must be assessed in the context of this sector's work environment; and,
- this unit must be assessed in compliance with relevant legislation/regulation and using policies, procedures, processes and operational manuals directly related to the industry sector for which it is being assessed; and,
- assessment may be conducted in conjunction with the assessment of other Units of Competency; and,
- assessment must confirm consistent performance can be applied in a range of relevant workplace circumstances; and,
- assessors must demonstrate the performance evidence, and knowledge evidence as outlined in this Unit of Competency, and through the minimum years of current* work experience specified below in an Industry sector relevant to the outcomes of the unit; or,
- where the assessor does not meet experience requirements a co-assessment or partnership arrangement must exist between the qualified assessor and an Industry subject matter expert. The Industry subject matter expert should hold the unit being assessed (or an equivalent unit) and/or demonstrate equivalence of skills and knowledge at the unit level. An Industry technical expert must also demonstrate skills and knowledge from the minimum years of current work experience specified below in the Industry sector, including time spent in roles related to the unit being assessed; and,

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- assessor and Industry subject matter expert requirements differ depending on the Australian Qualifications Framework Level (AQF) of the qualification being assessed and/or Industry Sector as follows:

Industry sector	**AQF** Level**	**Required assessor or Industry subject matter expert experience**
Drilling, Metalliferous Mining, Coal Mining, Extractive (Quarrying) and Civil Construction	1	1 Year
	2	2 Years
Drilling, Coal Mining and Extractive (Quarrying)	3-6	3 Years
Metalliferous Mining and Civil Construction	3-6	5 Years
Other sectors	Where this Unit is being assessed outside of the Resources and Infrastructure Sectors assessor and/or Industry subject matter expert experience should be in-line with industry standards for the sector in which it is being assessed and where no Industry standard is specified should comply with any relevant regulation.	

*Assessors can demonstrate current work experience through employment within Industry in a role relevant to the outcomes of the Unit; or, for external assessors this can be demonstrated through exposure to Industry by conducting frequent site assessments across various locations.

**Where a unit is being delivered outside of a Qualification the first numeric character in the Unit code should be considered to indicate the AQF level

Links

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RIIMPO324E Conduct civil construction grader operations

Modification History

Release	Comment
1	This unit replaces RIIMPO324D Conduct civil construction grader operations. 'Use of machine guidance system and laser levelling equipment' moved from performance evidence to knowledge evidence. Grammatical amendments made to the performance criteria. Added mapping table.

Application

This unit describes a participant's skills and knowledge required to conduct civil construction grader operations in civil construction.

This unit is appropriate for those working in operational roles.

Licensing, legislative, regulatory and certification requirements that apply to this unit can vary between states, territories, and Industry industry sectors. Relevant information must be sourced prior to application of the unit.

Unit Sector

Civil construction

Elements and Performance Criteria

1. Plan and prepare for grader operations	1.1 Access, interpret and apply grader operations documentation and ensure the work activity is compliant 1.2 Obtain, read, interpret, clarify and confirm work instructions 1.3 Identify and address risks, hazards and environmental issues and implement control measures 1.4 Select and wear personal protective equipment appropriate for work activities 1.5 Identify, obtain and implement traffic management signage requirements 1.6 Select, and check for faults, equipment and/or attachments for work activities 1.7 Obtain and interpret emergency procedures, and be prepared for fire/accident/emergency

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2. Operate grader	2.1 Carry out pre-start, start-up, park, shutdown and secure equipment procedures 2.2 Coordinate activities with others at the site prior to commencement of, and during, the work activity 2.3 Continually monitor hazards and risks, and ensure safety of self, other personnel, plant and equipment 2.4 Identify and apply operating techniques for grader to achieve optimum output within specified tolerances 2.5 Drive and operate grader, and modify the operating technique to meet changing work conditions 2.6 Complete work plan within the operating capacity of the equipment 2.7 Act on or report monitoring systems and alarms
3. Select, remove and fit attachments	3.1 Select attachment for the task 3.2 Remove and fit attachment 3.3 Test attachment and ensure correct fitting and operation 3.4 Use attachment in accordance with recommendations and design limits 3.5 Clean and store removed attachments in designated location
4. Relocate Prepare to relocate the grader	4.1 Prepare grader for relocation 4.2 Move grader safely within and between worksiteswork areas, observing relevant codes and traffic management requirements 4.3 Load and unload machine from float/trailer
5. Carry out machine operator maintenance	5.1 Prepare machine for maintenance 5.2 Conduct inspection and fault finding 5.3 Carry out scheduled maintenance tasks 5.4 Process written maintenance records
6. Conduct housekeeping activities	6.1 Clear work area and dispose of or recycle materials in accordance with project environmental management plan 6.2 Process records

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit. Further information is available in the Resources and Infrastructure Industry Training Package Companion Volume.

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
RIIMPO324E Conduct civil construction grader operations	RIIMPO324D Conduct civil construction grader operations	'Use of machine guidance system and laser levelling equipment' moved from performance evidence to knowledge evidence. Grammatical amendments made to the performance criteria. Add mapping table.	Equivalent

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272

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Assessment Requirements for RIIMPO324E Conduct civil construction grader operations

Modification History

Release	Comment
1	This unit replaces RIIMPO324D Conduct civil construction grader operations. 'Use of machine guidance system and laser levelling equipment' moved from performance evidence to knowledge evidence. Grammatical amendments made to the performance criteria. Added mapping table.

Performance Evidence

Evidence is required to be collected that demonstrates a candidate's competency in this unit. Evidence must be relevant to the roles within this sector's work operations and satisfy all of the requirements of the performance criteria of this unit and include evidence that the candidate:

- locates and applies relevant documentation, policies and procedures
- implements the requirements, procedures and techniques for the safe, effective and efficient completion of grader operations including:
  - conducting prestart checks prior to commencing operations and shutdown procedures on completion of operations
  - carrying out vehicle refuelling requirements and procedures
  - driving and operating the equipment to site conditions
  - applying safe work practices and identifying and reporting all potential hazards, risks and environmental issues
  - applying problem solving and troubleshooting techniques
  - applying leveling techniques
  - applying cut and fill techniques
  - conducting towing of equipment/plant
  - selecting and using the required tools and equipment
  - working safely around other machines and personnel
  - safely parking and securing of equipment
  - applying methods of changing machine attachments
- works effectively with others to undertake and complete grader operations that meet all of the required outcomes including:
  - using a range of communications techniques and equipment to convey information to others
  - maintaining written and verbal reporting requirements and procedures

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  - organising work activities to meet all task requirements
  - communicating clearly and concisely with others to receive and clarify work instructions
- demonstrates completion of civil construction grader operations that safely, effectively and efficiently meet all of the required outcomes on more than one (1) occasion including:
  - completion of operations to specification using a variety of material types including:
    - cutting and maintaining drains
    - forming/upgrading/maintaining roads
    - mixing/ spreading materials
    - scarifying and ripping
    - cutting and trimming of batters
    - trimming of road sub-grades and pavements
    - site clean-up
    - form and carry a windrow
    - select, fit and remove at least two (2) attachments

Knowledge Evidence

The candidate must demonstrate knowledge of the following when conducting civil construction grader operations:

- identifying, interpreting ground conditions
- communicating and performing isolation procedures
- identifying equipment processes, technical capability and limitations
- being preparedpreparation for fire/accident/emergency
- identifying signs of operator fatigue and how it should be managed
- interpreting drawings and sketches
- identifying site isolation and traffic control responsibilities and authorities
- using civil Civil construction terminology
- complying with project quality requirements
- applying basic principles of soil technology and soil compaction for civil works
- using basic earthworks calculations
- using civil Civil construction activity sequences of road construction, earthworks and drainage
- using methods for calculating safe working loads
- applying operational, maintenance and basic diagnostics
- completing housekeeping activities
- use machine guidance system and laser levelling equipment

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Assessment Conditions

- An assessor of this unit must satisfy the requirements of the NVR/AQTF or their successorsAssessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors; and industry regulations for certification and licensing; and,
- this unit must be assessed in the context of this sector's work environment; and,
- this unit must be assessed in compliance with relevant legislation/regulation and using policies, procedures, processes and operational manuals directly related to the industry sector for which it is being assessed; and,
- assessment may be conducted in conjunction with the assessment of other Units units of Competencycompetency; and,
- assessment must confirm consistent performance can be applied in a range of relevant workplace circumstances; and,
- assessors must demonstrate the performance evidence, and knowledge evidence as outlined in this Unit unit of Competencycompetency, and through the minimum years of current* work experience specified below in an industry sector relevant to the outcomes of the unit; or,
- where the assessor does not meet experience requirements a co-assessment or partnership arrangement must exist between the qualified assessor and an industry subject matter expert. The industry subject matter expert should hold the unit being assessed (or an equivalent unit) and/or demonstrate equivalence of skills and knowledge at the unit level. An industry technical expert must also demonstrate skills and knowledge from the minimum years of current work experience specified below in the industry sector, including time spent in roles related to the unit being assessed; and,
- assessor and industry subject matter expert requirements differ depending on the Australian Qualifications Framework Level (AQF) of the qualification being assessed and/or industry sector as follows:

Industry sector	**AQF** Level**	**Required assessor or industry subject matter expert experience**
Drilling, Metalliferous Mining, Coal Mining, Extractive (Quarrying) and Civil Construction	1	1 Year
	2	2 Years
Drilling, Coal Mining and Extractive (Quarrying)	3-6	3 Years
Metalliferous Mining and Civil Construction	3-6	5 Years
Other sectors	Where this Unit unit is being assessed outside of the Resources and Infrastructure Sectors, assessor and/or industry subject matter expert experience should be in-line with industry standards for the sector in which it is being	

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	assessed and, where no Industry standard is specified, should comply with any relevant regulation.

*Assessors can demonstrate current work experience through employment within industry in a role relevant to the outcomes of the Unitunit; or, for external assessors this can be demonstrated through exposure to industry by conducting frequent site assessments across various locations.

**Where a unit is being delivered outside of a Qualification qualification the first numeric character in the Unit unit code should be considered to indicate the AQF level.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272

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RIIVEH304D Conduct tip truck operations

Modification History

Release	Comment
1	This unit replaces RIIVEH304A Conduct tip truck operations
2	Required frequency and volume of evidence amended in Performance evidence. Substantial amendments made in Assessment Conditions field, including: references to Industry Sectors, assessor and subject matter expert experience requirements, how assessment should be conducted and what it should confirm.
3	Grammatical correction to Knowledge Evidence. No new content.

Application

This unit describes a participant's skills and knowledge required to conduct tip truck operations in the Resources and Infrastructure Industries.

This unit is appropriate for those working in supervisory and technical specialist roles.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

1. Plan and prepare for tip truck operations	1.1 Access, interpret and apply vehicle haulage documentation and ensure the work activity is compliant 1.2 Obtained, confirm and apply work requirements such as; shift briefings/handover details/work orders, /plans/specifications/quality requirements/operational details 1.3 Identify, obtain and implement signage requirements per the project traffic management plan 1.4 Select vehicle, tools and equipment 1.5 Check tools and equipment for serviceability and rectify or report faults 1.6 Identify, confirm and apply environmental protection requirements from the project environmental management plan
2. Conduct tip	2.1 Carry out pre-start, start-up, park and shutdown

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truck pre-operational checks	2.2 Check tip truck controls and functions, including tray, steering, brakes and manoeuvrability for serviceability and ensure any faults are rectified or reported
3. Operate tip truck	3.1 Identify and manage site operating hazards and risks, apply safe operating techniques 3.2 Manage engine power, ensure efficiency of truck movements, and minimise strain on the engine, drive line and gears 3.3 Coordinate engine power with gear selection, ensure smooth transition and operation within torque range 3.4 Operate tip truck to work instructions 3.5 Monitor road/traffic conditions, consider road conditions, traffic flow, distance and load, ensure safety of people, property, equipment, loads and facilities 3.6 Halt vehicle smoothly, using the engine retarder, gears and brakes
4. Load, transport and tip materials	4.1 Position tip truck at load and discharge points with a minimum of manoeuvre 4.2 Carry out smooth and controlled tip truck movements including the raising and lowering of the tray 4.3 Ensure weight and distribution of load is assessed for type of material and size of vehicle within vehicle capacity 4.4 Maintain safety and security of load, including load cover requirements, from loading site to discharge site 4.5 Discharge load on slope and/or over face at fill site 4.6 Dump/spread material evenly, to work instructions 4.7 Clear, lower and secure tray before resuming travel
5. Carry out operator maintenance	5.1 Ensure tip truck is safely parked and prepared for operator maintenance and shutdown 5.2 Conduct visual and physical inspection and fault finding 5.3 Remove and replace defective parts 5.4 Carry out scheduled maintenance 5.5 Maintain/update and submit vehicle written records
6. Clean up	6.1 Clear work area and dispose of, or recycle, materials 6.2 Clean, check, maintain and store vehicle, tools and equipment

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit. Further information is available in the Resources and Infrastructure Industry Training Package Companion Volume.

Unit Mapping Information

RIIVEH304 Conduct tip truck operations

Links

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Assessment Requirements for RIIVEH304D Conduct tip truck operations

Modification History

Release	Comment
1	This unit replaces RIIVEH304A Conduct tip truck operations
2	Required frequency and volume of evidence amended in Performance evidence. Substantial amendments made in Assessment Conditions field, including: references to Industry Sectors, assessor and subject matter expert experience requirements, how assessment should be conducted and what it should confirm.
3	Grammatical correction to Knowledge Evidence. No new content.

Performance Evidence

Evidence is required to be collected that demonstrates a candidate's competency in this unit. Evidence must be relevant to the roles within this sector's work operations and satisfy all of the requirements of the performance criteria of this unit and include evidence that the candidate:

- locates and applies relevant documentation, policies and procedures
- works effectively with others to undertake and completion of tip truck operations to meet all required outcomes including:
  - preparing for and organising work activities to meet all task requirements
  - communicating clearly and concisely with others to receive and clarify work instructions
  - using a range of communication techniques and aids to advise others of work activity and exclusion zones
- demonstrates completion of tip truck operations that safely, effectively and efficiently meets all of the required outcomes on more than one (1) occasion including:
  - organising work activities to comply with site standards
  - obtain and apply signage requirements
  - carry out log-on, pre-start, start-up, park-up and shutdown procedures
  - operate, steer, manoeuvre and position tip truck
  - raise and lower tray smoothly
  - apply load cover
  - discharge load on slope and/or over face
  - dump and spread materials

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- halt and park tip truck
- carry out inspections and identify faults
- process written records and reports

Knowledge Evidence

The candidate must demonstrate knowledge of the following when conducting tip truck operations through:

- recording, reporting and handover procedures
- start up and shutdown procedures
- vehicles within specifications and limitations and reporting faults in vehicles and ancillary equipment
- tip truck types, characteristics, technical capabilities and limitations
- safety requirements
- operational, maintenance and basic diagnostic procedures
- site isolation and traffic control responsibilities and authorities
- safety data sheet and materials handling methods
- load quantity calculations

Assessment Conditions

- An assessor of this unit must satisfy the requirements of the NVR/AQTF or their successors; and Industry regulations for certification and licensing: and,
- this unit must be assessed in the context of this sector's work environment; and,
- this unit must be assessed in compliance with relevant legislation/regulation and using policies, procedures, processes and operational manuals directly related to the industry sector for which it is being assessed; and,
- assessment may be conducted in conjunction with the assessment of other Units of Competency; and,
- assessment must confirm consistent performance can be applied in a range of relevant workplace circumstances; and,
- assessors must demonstrate the performance evidence, and knowledge evidence as outlined in this Unit of Competency, and through the minimum years of current* work experience specified below in an Industry sector relevant to the outcomes of the unit; or,
- where the assessor does not meet experience requirements a co-assessment or partnership arrangement must exist between the qualified assessor and an Industry subject matter expert. The Industry subject matter expert should hold the unit being assessed (or an equivalent unit) and/or demonstrate equivalence of skills and knowledge at the unit level. An Industry technical expert must also demonstrate skills and knowledge from the minimum years of current work experience specified below in the Industry sector, including time spent in roles related to the unit being assessed; and,
- assessor and Industry subject matter expert requirements differ depending on the Australian Qualifications Framework Level (AQF) of the qualification being assessed and/or Industry Sector as follows:

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Industry sector	AQF** Level	Required assessor or Industry subject matter expert experience
Drilling, Metalliferous Mining, Coal Mining, Extractive (Quarrying) and Civil Construction	1	1 Year
	2	2 Years
Drilling, Coal Mining and Extractive (Quarrying)	3-6	3 Years
Metalliferous Mining and Civil Construction	3-6	5 Years
Other sectors	Where this Unit is being assessed outside of the Resources and Infrastructure Sectors assessor and/or Industry subject matter expert experience should be in-line with industry standards for the sector in which it is being assessed and where no Industry standard is specified should comply with any relevant regulation.	

*Assessors can demonstrate current work experience through employment within Industry in a role relevant to the outcomes of the Unit; or, for external assessors this can be demonstrated through exposure to Industry by conducting frequent site assessments across various locations.

**Where a unit is being delivered outside of a Qualification the first numeric character in the Unit code should be considered to indicate the AQF level

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272

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RIIWHS205D Control traffic with stop-slow bat

Modification History

Release	Comment
1	The unit replaces RIIOHS205A Control traffic with stop-slow bat.
2	Editorial corrections; Performance Criteria numbering for element 1 corrected.
3	Amended Application field.
4	Required frequency and volume of evidence amended in Performance evidence. Substantial amendments made in Assessment Conditions field, including: references to Industry Sectors, assessor and subject matter expert experience requirements, how assessment should be conducted and what it should confirm.

Application

This unit describes a participant's skills and knowledge required to control traffic with stop-slow bat in the Resources and Infrastructure Industries.

This unit is appropriate for those working in operational roles.

Licensing, legislative, regulatory and certification requirements that apply to this unit can vary between states, territories, and Industry sectors. Relevant information must be sourced prior to application of the unit.

Note: The terms Occupational Health and Safety (OHS) and Work Health and Safety (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the National Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

Elements and Performance Criteria

1. Plan and prepare	1.1 Access, interpret and apply site traffic plan procedures and ensure the work activity is compliant 1.2 Obtain, confirm, clarify and apply work instructions 1.3 Obtain, confirm, clarify and apply safety requirements 1.4 Identify, obtain and implement signage and devices 1.5 Select tools and equipment, check for serviceability and rectify or report any faults

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	1.6 Identify, confirm, clarify and apply environmental protection requirements
2. Control traffic	2.1 Position or confirm temporary traffic signs and barriers 2.2 Direct traffic correctly 2.3 Control vehicles and pedestrian traffic and ensure safety 2.4 Monitor traffic, make adjustments for changing conditions and position waiting vehicles for smooth traffic flow 2.5 Use hand held stop/slow bats 2.6 Use visibly clear and unobstructed hand signals 2.7 Report traffic offenders
3. Operate communication devices	3.1 Adjust communication device controls for optimum reception/transmission results 3.2 Transmit messages clearly and concisely 3.3 Maintain communication device power supply 3.4 Check communications contact after nominated period of non-contact
4. Clean up	4.1 Remove or cover signs and devices sequentially to provide warning to motorists during shutdown 4.2 Clean, check, maintain and store tools and equipment

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit. Further information is available in the Resources and Infrastructure Industry Training Package Companion Volume.

Unit Mapping Information

RIIOHS205A Control traffic with stop-slow bat

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272

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Assessment Requirements for RIIWHS205D Control traffic with stop-slow bat

Modification History

Release	Comment
1	The unit replaces RIIOHS205A Control traffic with stop-slow bat.
2	Editorial corrections; Performance Criteria numbering for element 1 corrected.
3	Amended Application field.
4	Required frequency and volume of evidence amended in Performance evidence. Substantial amendments made in Assessment Conditions field, including: references to Industry Sectors, assessor and subject matter expert experience requirements, how assessment should be conducted and what it should confirm.

Performance Evidence

Evidence is required to be collected that demonstrates a candidate's competency in this unit. Evidence must be relevant to the roles within this sector's work operations and satisfy all of the requirements of the performance criteria of this unit and include evidence that the candidate:

- locates and applies relevant documentation, policies and procedures
- demonstrates completion of controlling traffic with a stop-slow bat that safely, effectively and efficiently meets all of the required outcomes on more than one (1) occasion including:
  - reading and interpreting the work instruction and planning work activity accordingly
  - positioning signage and barriers
  - directing and controlling vehicle traffic
  - directing and controlling pedestrian traffic
  - communicating to drivers and pedestrians clearly using hand signals
  - using approved communication devices such as hand held radios or phones to transmit message and report of offenders
  - removing or covering signs after work completion

Knowledge Evidence

The candidate must demonstrate knowledge of controlling traffic with stop-slow bat through:

- site and equipment safety requirements

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- traffic controlling requirements and procedures
- complying with traffic management plans
- erecting traffic control signage and barricades
- communication device operations
- determine equipment types, characteristics, technical capabilities and limitations
- operational and maintenance procedures for equipment
- detailing site isolation and traffic control responsibilities and authorities
- describing the effects of travel speed and vehicle mass on stopping distances
- interpreting and implementing safe work method statement

Assessment Conditions

- An assessor of this unit must satisfy the requirements of the NVR/AQTF or their successors; and Industry regulations for certification and licensing; and,
- this unit is best assessed in the context of this sector's work environment;
- where personal safety or environmental damage are limiting factors, assessment may occur in a simulated environment provided it is realistic and sufficiently rigorous to cover all aspects of this sector's workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills; and,
- this unit must be assessed in compliance with relevant legislation/regulation and using policies, procedures, processes and operational manuals directly related to the industry sector for which it is being assessed; and,
- assessment may be conducted in conjunction with the assessment of other Units of Competency; and,
- assessment must confirm consistent performance can be applied in a range of relevant workplace circumstances; and,
- assessors must demonstrate the performance evidence, and knowledge evidence as outlined in this Unit of Competency, and through the minimum years of current* work experience specified below in an Industry sector relevant to the outcomes of the unit; or,
- where the assessor does not meet experience requirements a co-assessment or partnership arrangement must exist between the qualified assessor and an Industry subject matter expert. The Industry subject matter expert should hold the unit being assessed (or an equivalent unit) and/or demonstrate equivalence of skills and knowledge at the unit level. An Industry technical expert must also demonstrate skills and knowledge from the minimum years of current work experience specified below in the Industry sector, including time spent in roles related to the unit being assessed; and,
- assessor and Industry subject matter expert requirements differ depending on the Australian Qualifications Framework Level (AQF) of the qualification being assessed and/or Industry Sector as follows:

Industry sector	AQF** Level	Required assessor or Industry subject matter expert experience
Drilling, Metalliferous Mining, Coal	1	1 Year

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Mining, Extractive (Quarrying) and Civil Construction	2	2 Years
Drilling, Coal Mining and Extractive (Quarrying)	3-6	3 Years
Metalliferous Mining and Civil Construction	3-6	5 Years
Other sectors	Where this Unit is being assessed outside of the Resources and Infrastructure Sectors assessor and/or Industry subject matter expert experience should be in-line with industry standards for the sector in which it is being assessed and where no Industry standard is specified should comply with any relevant regulation.	

*Assessors can demonstrate current work experience through employment within Industry in a role relevant to the outcomes of the Unit; or, for external assessors this can be demonstrated through exposure to Industry by conducting frequent site assessments across various locations.

**Where a unit is being delivered outside of a Qualification the first numeric character in the Unit code should be considered to indicate the AQF level

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272

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SIRRINV002 Control stock

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to process stock orders, maintain stock levels, minimise stock losses, manage stocktakes and maintain all documents that relate to the administration of any type of stock.

This unit applies to individuals responsible for stock control. They work within organisational systems and procedures, but make decisions about stock administration and may have responsibility for others.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Inventory

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Monitor stock receipt and dispatch.	1.1. Implement organisational policies and procedures for receipt, dispatch and secure storage of stock. 1.2. Allocate tasks and monitor staff to ensure organisational procedures are followed, and documentation is completed

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	correctly. 1.3. Confirm that stock quantity and quality inspections on receipt meet organisational standards. 1.4. Act on variations to quantity and quality of delivered stock. 1.5. Supervise safe stock handling and storage.
2. Maintain stock records.	2.1. Monitor stock and maintain stock at required levels. 2.2. Maintain, monitor and adjust stock reorder cycles as required. 2.3. Provide clear information to team members about individual stock recording responsibilities. 2.4. Maintain stock storage and movement records. 2.5. Record and report stock discrepancies. 2.6. Monitor stock performance and identify and report fast and slow-selling items.
3. Process and follow up orders.	3.1. Process and raise stock orders according to organisational procedures. 3.2. Monitor delivery of stock to ensure agreed deadlines and inventory requirements are met. 3.3. Liaise with suppliers to ensure continuity of supply. 3.4. Resolve routine supply problems or refer to appropriate personnel for action. 3.5. Distribute stock within the organisation according to required allocations. 3.6. Handle routine supply problems or refer to management as required by store policy.
4. Minimise stock losses.	4.1. Regularly check storage of stock and ensure its protection. 4.2. Identify, record and report stock losses. 4.3. Identify avoidable losses and establish reasons for them. 4.4. Recommend solutions and implement procedures to prevent future losses.
5. Coordinate stocktake or cyclical count.	5.1. Explain procedures for stocktake and cyclical counts to team members. 5.2. Allocate stocktaking tasks to individual team members ensuring effective use of staff resources to complete task. 5.3. Provide team members with clear directions for performance of each task. 5.4. Produce accurate reports for management on stocktake data, including discrepancies.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret supplier purchasing agreements, purchase orders, records of incoming stock and organisational policies and procedures for stock control.

Numeracy skills to:	• calculate:
	  • supplier costs and complex order costs
	  • complex details of stock on hand and stock losses and produce complex numerically-based reports
	• reconcile incoming stock and invoices against purchase orders.

Technology skills to:	• use business technology for inventory management.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRRINV002 Control stock

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- maintain and order stock across one stock cycle according to organisational procedures using all of the following stock processes:
  - receipt
  - dispatch
  - ordering
  - stock level monitoring
  - records maintenance
- produce three different stock control reports
- organise and coordinate one stocktake or cyclical count
- provide clear and correct information to team members involved in stock control processes.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for:
  - receipt and dispatch of goods, including inspection for quantity and quality
  - stock ordering and reordering
  - stock replenishment
  - stock rotation
  - reporting of stock discrepancies, damage and loss
  - safe transport, handling and storage of goods
  - stock control
  - stocktaking and cyclical counts
  - pricing, labelling and packaging
  - stock security
- key aspects of legislation and codes of practice relevant to stock control:
  - Australian Consumer Law
  - Work Health and Safety (WHS)

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  - manual handling
  - licensing for mechanical movement of stock
- principles of stock control:
  - rotation and replenishment
  - product life cycle
- impact of business planning and sales forecasts on stock control
- types of stock control systems used in the sector
- reasons for stock loss and damage and methods to control these and protect stock.

Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- current plain English regulatory documents distributed by government regulators outlining key aspects of legislation and codes of practice relevant to stock control as listed in Knowledge Evidence
- a computerised stock control system
- stock for use in stock control activities
- organisational policies and procedures for stock control
- team members; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRRMER003 Coordinate visual merchandising activities

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to coordinate store visual merchandising activities and ensure adherence to organisational standards, policies and procedures for the display of merchandise.

It applies to individuals working in frontline roles in a diverse range of retail industry sectors and business contexts that display retail products for sale. They operate with independence and under limited supervision and guidance from others, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Merchandising

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Coordinate visual merchandise requirements.	1.1. Access and interpret organisational visual merchandising guidelines, and policies and procedures. 1.2. Communicate visual merchandising standards and display

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	requirements to team members. 1.3. Plan appropriate timing for producing and dismantling visual merchandise displays. 1.4. Communicate roles and responsibilities for visual merchandising to team members. 1.5. Plan and coordinate promotional and special event displays as directed by management.
2. Supervise visual merchandise activities.	2.1. Supervise construction and maintenance of displays to achieve balance and visual impact. 2.2. Ensure display information accurately depicts product or service being promoted. 2.3. Ensure displays are completed with minimum disruption to customer service and traffic flow. 2.4. Ensure displays meet organisational standards and visual merchandise guidelines. 2.5. Regularly monitor replenishment of merchandise and rotation of stock and take action to ensure optimal stock levels as required.
3. Review impact of visual merchandise activities.	3.1. Evaluate promotions or special event displays and determine impact on sales results. 3.2. Report on visual merchandising activities to relevant personnel and make suggestions for improvements as required.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Problem solving skills to:	• overcome difficulties relevant to the display of merchandise.

Unit Mapping Information

No equivalent unit.

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Links

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Assessment Requirements for SIRRMER003 Coordinate visual merchandising activities

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow merchandising display guidelines, and organisational policies and procedures to coordinate visual merchandise activities for two of the following:
  - an existing merchandise range
  - a new merchandise range
  - a seasonal merchandise range
  - a promotional event
  - discounted merchandise
- for each of the above visual merchandising activities:
  - communicate requirements with team members
  - monitor visual merchandising displays and standards
- report on the effectiveness of the above merchandising activities.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for:
  - merchandise labelling and pricing
  - required stock levels
  - merchandise rotation and replenishment
- organisational visual merchandise standards and guidelines and their application to visual merchandising activities
- key aspects of relevant industry codes of practice, legislation and statutory requirements for coordinating merchandise presentation:
  - Australian Consumer Law
  - Work Health and Safety (WHS)
- objectives and use of visual merchandise displays
- interpretation of scaled versions of store design, layout and fixture placements
- techniques for creating effective visual merchandise displays:
  - types of displays and their impact

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    - display location
    - display lighting
    - display signage
- fundamental elements and principles of visual design and their use in the display and merchandise of products
- commercial impact of incorrect pricing both favourable and unfavourable:
    - customer complaints
    - profitability
- safe work practices for displaying merchandise with particular emphasis on:
    - safe use of equipment
    - safe manual handling techniques for bending, lifting and shifting heavy items
- product knowledge relevant to visual merchandise activities:
    - price
    - features
    - benefits.

Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- retail merchandise
- display areas
- retail display equipment and props
- product labels and price tickets
- ticketing and pricing equipment
- relevant documentation:
    - organisational visual merchandise display guidelines
    - organisational policies and procedures for:
        - merchandise labelling and pricing
        - required stock levels
        - merchandise rotation and replenishment
    - relevant industry codes of practice, legislation and statutory requirements for coordinating merchandise presentation:
        - Australian Consumer Law
        - Work Health and Safety (WHS)
- team members; these can be:
    - individuals in an industry workplace, or

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- individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRRRPK214 Recommend specialised products and services

Modification History

The version details of this endorsed unit are in the table below. The latest information is at the top.

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRRRPK014A Recommend specialised products and services.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to recommend and provide advice on specialised products and services to customers.

It covers the application of specialised product knowledge to provide advice to customers and other sales staff, with regard to specific product features, technical characteristics, warranties and prices. It also includes the provision of information on organisation services and repairs.

Application of the Unit

This unit applies to experienced frontline sales staff working in a retail environment.

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.

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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. Demonstrate knowledge of product range.	1.1. Identify product and ***service range***. 1.2. Demonstrate knowledge of location of product range. 1.3. Operate ***inventory system***. 1.4. Develop ***product knowledge*** by accessing ***relevant sources of information***. 1.5. Develop knowledge and application of manufacturer technical information and specifications of product range. 1.6. Research comparisons between products and services and communicate product information. 1.7. Convey product information to ***customers*** and other staff members as required and in line with organisational policies and procedures.
2. Advise on products and services to meet customer requirements.	2.1. Identify and evaluate ***customer requirements*** to provide advice on product suitability to assist buying decisions. 2.2. Determine suitability of products and materials according to customer requirements and manufacturer specifications. 2.3. Provide accurate advice on product specifications to meet customer requirements according to ***relevant legislation***. 2.4. Convey features and benefits of products to customers to assist buying decisions. 2.5. Demonstrate or explain use and operation of products to customers in a systematic manner as required to create a buying environment and in line with organisational policies and procedures. 2.6. Apply correct measuring, fitting or sizing procedures as relevant to the product. 2.7. Explain relevant maintenance and care requirements of product to customer. 2.8. Clearly explain to customer safety features and safe usage relevant to the product. 2.9. Maximise sales opportunities by use of add-on and complementary sales techniques.

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	2.10. Estimate quantities of product required and communicate to customer.
3. Advise on product warranties.	3.1. Clearly explain to customer ***comparisons*** between product and manufacturer warranty terms. 3.2. Confirm and convey individual product warranty terms and conditions to customer by accessing relevant sources of information. 3.3. Provide customer with written information regarding individual product warranty terms and conditions, especially extended or promotional warranties, according to legislative requirements and ***organisational policy and procedures***.
4. Quote on price and payment options.	4.1. Calculate organisation-recommended pricing for various product and service options and convey to customer according to legislative requirements. 4.2. ***Negotiate individual product prices*** where appropriate according to pricing determinants and organisational policy. 4.3. Convey payment and credit options to customer and negotiate a preferred option following organisational procedures.
5. Advise on and arrange product service and repair.	5.1. Advise customer on range of service and repairs according to organisational policy and procedures. 5.2. Question and actively listen to customer to determine nature of problem. 5.3. Complete ***diagnosis of problem*** in terms of operator and equipment faults. 5.4. Offer solutions according to nature of problem, available product information, and organisational policy. 5.5. Identify service and repair process and communicate to customer according to company and enterprise policy. 5.6. Identify price and timelines for basic service and repairs and quote to customer where applicable. 5.7. Identify customer details and transcribe to service report according to organisational procedures and legislative requirements. 5.8. Label and securely store item for repair according to organisational policy. 5.9. Organise service according to availability, customer requirements and legislative requirements. 5.10. Notify customer without undue delay on completion of service and repair. 5.11. Take ***follow-up action*** as necessary to ensure customer satisfaction.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
  - apply product knowledge by providing information and advice to customers and staff
  - ask questions in order to identify and confirm requirements
  - handle customers with special needs, including difficult or abusive customers
  - interpret and apply non-verbal cues
  - make recommendations and advise on warranties and product service and repair through clear and direct communication
  - respond to customer needs and respect cultural differences
- literacy and numeracy skills to:
  - advise and negotiate price and payment options
  - measure and estimate accurately
  - read and interpret warranties
  - read and interpret product information and specifications
  - read and interpret store policy and procedures
  - write order specifications and delivery details

Required knowledge

- manufacturer technical information
- organisational policy and procedures in regard to:
  - customer complaints
  - methods of dealing with special needs and requests of customers
  - price negotiation and payment options
  - returns and warranty claims
  - sales and customer service, up-selling and on-selling
  - services and repairs
- organisation’s product range
- manufacturer technical information
- pricing procedures, including GST requirements
- product and manufacturer warranty terms and conditions
- relevant industry codes of practice, legislation and statutory requirements relating to the recommendation of specialised products and services

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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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- updates and applies product knowledge to provide comprehensive advice to customers and staff, including technical information and advice on warranties and insurance policies where applicable
- applies organisational policy and procedures and industry codes of practice in regard to sales and customer service procedures
- advises customers and informs sales team members of organisation's range of products, their features and benefits, performance, complementary products, product availability and warranties
- advises customers and sales team members on operation, storage and use of products
- estimates and quotes on quantities of product required, as relevant to the product and customer requirements
- negotiates and administers price and payment options with customers as per organisational policy and procedures
- advises on and arranges for internal and external organisation services, including repairs, according to organisational policy and procedures.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail work environment
- relevant sources of product information
- relevant documentation, such as:
  - organisational policy and procedures manuals
  - industry codes of practice and relevant legislation
  - organisational inventory
- an appropriate range of products
- a range of customers with different requirements.

Method 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
- customer feedback
- written or verbal answers to questions about specific

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	skills and knowledge • 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, 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 individual, accessibility of the item, and local industry and regional contexts) may also be included.

Service range may include:	• delivery • finance options • installation • insurance facilities • material measuring and cutting • product service and repairs.
Inventory system may be:	• centralised • electronic • manual.
Product knowledge may include:	• accessories • age suitability and rating • available styles, sizes and colour range • brand options • component parts • country of manufacture • design features • durability • energy efficiency • environmental considerations and recycled products • health and hygiene • manufacturing process and construction • materials, ingredients and composition • operation • performance • price • quality

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- safety features and toxicity
- storage and care requirements
- supply and availability
- sustainability characteristics, such as:
  - recyclable
  - non-toxic
- warranties
- workmanship.

Relevant sources of information may include:

- catalogues
- contacting suppliers direct
- customer feedback
- designated staff members
- internet
- manufacturer brochures and specifications
- organisation or trade product manuals
- supplier product leaflets
- trade shows.

Customers may include:

- individuals or organisations
- people from a range of social, cultural and ethnic backgrounds
- people with varying physical and mental abilities
- people with routine or special requests
- people with special needs
- regular and new customers.

Customer requirements may include:

- age suitability
- colour preferences and style
- culture and ethnicity
- durability, function and usage
- existing skills and knowledge
- fashion and preferences
- health factors
- interests
- lifestyle
- price
- size
- usage requirements.

Relevant legislation may relate to:

- censorship, licensing and copyright laws relevant to the retail sales environment
- customs regulations
- industry codes of practice
- work health and safety (WHS)
- pricing procedures, including GST requirements

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	• privacy laws • sale of second-hand goods • Australian consumer law relevant to the retail sales environment.
Comparisons between product and manufacturer warranty terms may relate to:	• benefits • duration • features • limitations • price, where applicable.
Organisational policy and procedures may include:	• interaction with customers • processing items for service and repair • selling specialised products and services.
Negotiating individual product prices may include:	• adding value to purchase • bulk discounts • individual discounts • price matching.
Diagnosis of problem may occur:	• by electronic or postal correspondence • by telephone • face-to-face.
Follow-up action may occur:	• by appointment • by electronic or postal correspondence • by telephone • face-to-face • formally or informally.

Unit Sector(s)

Retail

Competency field

Product Knowledge

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SIRWINV302 Monitor inventory capacity to meet demand

Modification History

The version details of this endorsed unit are in the table below. The latest information is at the top.

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRWINV003A Monitor inventory capacity to meet demand.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage business systems inventory required by a business to meet operational and customer requirements.

It focuses on managing and monitoring inventory procedures and documentation for the receipt, dispatch and secure storage of goods. It involves using business systems to monitor inventory levels, storage, movement and reorder cycles, and coordinate stock movement to ensure that inventory is available to meet business needs.

Application of the Unit

This unit applies to staff responsible for monitoring an organisation’s business systems in a business-to-business environment.

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.

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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. Monitor receipt and dispatch of goods.	1.1. Determine responsibility for receipt and dispatch of products. 1.2. Implement ***business policy and procedures*** in regard to receipt, dispatch and secure storage of products. 1.3. Observe staff functions to ensure business procedures are followed and ***documentation*** is completed correctly. 1.4. Implement business procedures to ensure products are inspected for quantity and quality on receipt. 1.5. Act upon variations to quantity and quality of delivered products according to business policy. 1.6. Supervise ***safe handling and storage*** of products according to business policy.
2. Maintain stock records.	2.1. Monitor stock levels and maintain at required levels. 2.2. Maintain, monitor and adjust stock reorder cycles as required. 2.3. Inform ***team members*** of their individual responsibilities in regard to recording stock. 2.4. Maintain stock storage and movement ***records*** according to business policy. 2.5. Record stock discrepancies and follow procedures according to business policy. 2.6. Monitor ***stock performance*** and identify and ***report*** fast and slow selling items according to business policy.
3. Ensure inventory is on hand.	3.1. Coordinate deliveries to meet inventory demand. 3.2. Match ***logistics*** of delivery to inventory supply requirements. 3.3. Implement improvements to supply chain management as required.
4. Coordinate stocktake or cyclical count.	4.1. Interpret policy and procedures in regard to stocktaking and cyclical counts and explain to team members. 4.2. ***Roster*** staff according to allocated budget and time constraints. 4.3. Allocate stocktaking tasks to individual team members. 4.4. Provide team members with clear directions for the performance of each task.

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	4.5. Allocate team members to ensure effective use of staff resources to complete task. 4.6. Produce accurate reports for management on stocktake data, including discrepancies.
5. Identify stock losses.	5.1. Identify and record losses and assess against potential loss forecast on a regular basis. 5.2. Identify avoidable losses and establish reason. 5.3. Recommend and implement possible solutions for stock losses.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
  - ask questions to identify and confirm requirements
  - give instructions
  - provide information to staff, including allocating tasks and providing clear directions through clear and direct communication
  - share information
  - use and interpret non-verbal communication
  - use language and concepts appropriate to cultural differences
- literacy and numeracy skills to:
  - check product labelling to ensure compliance
  - collect, analyse and organise information
  - maintain stock ordering and recording systems
  - map inventory demands
  - read and understand a range of workplace documents
- operations management and leadership skills
- planning and organising skills to plan and prioritise work schedule
- self-management skills to apply standards applicable to inventory control
- technology skills to safely use available business technology

Required knowledge

- business policy and procedures with regard to:
  - receipt and dispatch of goods, including inspection for quantity and quality
  - reporting of stock discrepancies and damage
  - stock control
  - stock replenishment and reordering
- industry codes of practice, including food handling codes

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- impact of business planning and sales forecasts on inventory
- inter- and intra-business transfers
- legislation and statutory requirements, including consumer law relevant to inventory control
- market trends and impact of special events of inventory
- work health and safety (WHS) legislation and codes of practice, including:
  - manual handling regulations and codes of practice
  - plant and equipment regulations
- organisational and referral mechanisms for facilitating inventory demand monitoring

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- manages and monitors staff implementation of inventory procedures and documentation for the receipt, dispatch and secure storage of goods
- uses relevant business systems to monitor inventory levels, storage, movement and reorder cycles on a regular basis
- organises and coordinates stock movement to ensure that inventory is available to meet business needs
- completes relevant business documentation accurately, in a timely manner and in agreed format
- organises and coordinates stocktake and cyclical counts to monitor and review inventory levels, identify discrepancies and develop solutions to stock loss.

Context of and specific resources for assessment

Assessment must ensure access to:

- a business-to-business sales work environment
- relevant documentation, such as:
  - business policy and procedures manuals
  - WHS legislation and codes of practice
- an inventory control system
- relevant business technology.

Method 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

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- third-party reports from a supervisor
- written or verbal questioning to assess knowledge and understanding.

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, 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 individual, accessibility of the item, and local industry and regional contexts) may also be included.

Business policy and procedures may relate to:

- job roles and responsibilities
- merchandise and product range
- pricing, labelling and packaging requirements
- procurement processes
- receipt and dispatch of goods
- stocktaking and cyclical counts
- transport, handling and storage of goods.

Documentation may include:

- asset registers
- corporate credit card transaction statements
- evaluation process documentation
- financial statements
- invoices and payment requests
- offer and contract documents
- purchase requests and orders
- records of authorised officers' decisions
- records of conversations
- records of supplier performance
- statements and petty cash vouchers.

Safe handling and storage of goods may include:

- product segregation
- optimum maintenance of storage areas, including:
  - cleanliness and sanitation
  - lighting
  - climate control
  - pest control
  - ventilation
- packaging products for storage

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- labelling of goods
- stock rotation
- disposal of damaged or spoiled goods
- safe manual handling and lifting techniques
- safe use of equipment, such as ladders and trolleys
- storage in:
  - cool rooms
  - dry stores
  - freezers
  - refrigeration.

Safe handling and storage techniques may vary according to:

- industry codes of practice
- WHS
- stock characteristics.

Team members may:

- come from a variety of social, cultural and ethnic backgrounds
- vary in competencies
- vary in literacy and numeracy skills.

Records may be:

- electronic
- manual
- templated.

Stock performance may vary according to:

- advances in technology
- customer demand
- environmental factors
- quality demands
- seasonal cycles
- selling approaches.

Reports for management may include:

- business documents
- financial reports
- informal reports
- stocktake reports.

Logistics may include:

- infrastructure resources
- levels of service
- milestones
- outputs
- payment schedules
- phases or stages of the supply and distribution chain
- targets
- timeframes.

Factors affecting staff ***roster*** may include:

- available or required staffing levels
- awards and agreements
- budget allocation

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- full-time, part-time, casual or contract staff
- range of staff responsibilities
- routine or busy trading conditions
- varying levels of staff training.

Unit Sector(s)

Wholesale

Competency Field

Inventory

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SIRWSLS301 Build sales relationships

Modification History

The version details of this endorsed unit are in the table below. The latest information is at the top.

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRWSLS002A Build sales relationships.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to promote demand and stimulate long-term, productive relationships with a business customer or a number of businesses within a defined territory.

The unit covers the development of effective sales techniques through workplace consultation, evaluation, training and development, and the formation and maintenance of business-to-business relationships to ensure positive business outcomes.

Application of the Unit

This unit applies to frontline sales personnel.

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.

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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. Develop effective sales techniques.	1.1. Determine importance of selling function in business-to-business processes. 1.2. Determine good work practices and sales techniques through ***communication*** with immediate ***supervisors and team members***. 1.3. Actively seek ***feedback*** and guidance from immediate manager or team members to improve personal sales capabilities. 1.4. Confirm personal sales training and development needs with immediate manager. 1.5. Action personal sales ***training and development*** needs in an agreed timeframe. 1.6. Develop improved ***sales techniques*** relevant to the ***business customer*** and end consumer within a given ***territory***.
2. Work with others to improve sales.	2.1. Openly discuss ideas on means to improve ***sales, service and performance strategies*** and share with team members, management and business customers. 2.2. Confirm procedures for accessing and using ***resources*** with team management. 2.3. Establish mechanisms to monitor the impact of improved sales and service strategies on personal performance targets.
3. Sell advantages of business relationship.	3.1. Identify ***advantages and benefits*** of long-term business relationships. 3.2. Develop and implement strategies to forge relationships with customers, build in-depth understanding of their needs, and develop trust and loyalty. 3.3. Promote advantages of exclusive working relationships to business customers. 3.4. Promote benefits to the end consumer of a business-to-business relationship. 3.5. Confirm features of different products and services and merchandise classifications with customers. 3.6. Explore opportunities to streamline business relationships and offer improved services to customers through efficient product delivery, effective provision of information, and timely problem

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resolution.

3.7. Confirm ***trading terms*** for different products and services with each customer.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
  - ask questions to identify and confirm requirements
  - build relationships with customers
  - communicate product range through clear and direct communication
  - consult with others
  - seek feedback and guidance
  - use and interpret non-verbal communication
  - use language and concepts appropriate to cultural differences
- initiative and enterprise skills to use a range of sales approaches and techniques
- literacy and numeracy skills to:
  - document procedures for improving sales
  - establish, confirm and review trading terms
  - read and interpret information
- planning and organising skills to plan a personal training program in collaboration with team and supervisor
- self-management skills to identify own learning needs
- teamwork skills to collaborate in the workplace
- technology skills to use a range of business technology, including data input

Required knowledge

- advantages of maintaining long-term customer relationships
- alternative sales approaches across a range of situations
- variety of strategies for closing sales
- business policy and procedures in regard to:
  - allocated duties and responsibilities
  - customer service
  - selling products and services
- business customer relationships and current service range
- factors influencing customer decisions
- lifetime value of a customer
- relevant legislation, statutory requirements and codes of practice relating to the retail

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industry, including:
  - work health and safety (WHS)
  - consumer law
  - commercial law and legislation
- product knowledge, including:
  - availability
  - characteristics
  - comparative advantages
  - features
  - price
  - special features, such as warranties and after sales support
  - strengths and weaknesses

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- maximises sales opportunities by using effective selling techniques, applying detailed product knowledge and using an appropriate sales approach to sell the benefits of products, overcome objections and close sales
- communicates performance summary information effectively to team members and senior colleagues according to business policy and procedures
- participates in personal and team sales performance evaluation to maximise future sales
- actively seeks feedback from peers and supervisors to identify personal skills gaps
- maintains communication with supervisors to access training and development needs in an agreed timeframe within the context of required work activities
- identifies, describes and constructs the foundations required for long-term customer relationships.

Context of and specific resources for assessment

Assessment must ensure access to:

- a business-to-business sales work environment
- relevant sources of product information
- relevant documentation, such as:
  - business policy and procedures manuals

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	• industry codes of practice and relevant legislation • WHS legislation and codes of practice • a range of business customers with different requirements • an appropriate range of products or equipment.
Method 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 • customer feedback • 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, 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 individual, accessibility of the item, and local industry and regional contexts) may also be included.

Communication may include:	• body language, including facial expressions • electronic media, such as email • reading, writing, speaking and listening • telephone • assistive technology, such as telephone typewriter (TTY) • forms of visual communication, such as sign language • languages other than English, including local community languages and Indigenous languages • using open and inclusive language.
Supervisors and team members may:	• be responsible for a range of workplace functions • come from a variety of social, cultural and ethnic backgrounds • vary in competencies • vary in literacy and numeracy skills.
Feedback may be sought and given:	• in groups • in writing

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	• individually • verbally.
Training and development may include:	• coaching and mentoring • conferences • formal training or education • informal learning • information seminars • job rotation • online learning.
Sales techniques may include:	• closing a sale • cut-ins • gaining a customer • negotiation skills • over-the-phone empathy creation • range-ins • securing payment • tie-ins • trade-ins • trade-ups.
Business customer may include:	• commercial companies • community and not-for-profit organisations • customers with routine or special requests • governments • internal business units and divisions • new or repeat contacts • people from a range of social, cultural and ethnic backgrounds • people with varying physical and mental abilities • public agencies or organisations.
Territory may be defined by:	• account customers • demographic parameters • size, type and location of stores • territory size, location and geographic spread.

Sales, service and performance strategies may vary according to:	• product or service
	• promotional strategies in regard to:
	  • duration
	  • cycle
	  • area or territory coverage
	  • product
	  • service focus sales
	  • objectives

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- targets, such as:
  - price
  - profit
  - brand share
  - market share
- sales outcomes.

Resources may include:
- relevant information
- training materials
- workplace equipment and technology.

Advantages and benefits may include:
- associated promotions
- associated sales
- market share
- presentation or merchandising of the product
- price
- promotional tie-ins or co-location
- quality
- volume of sales.

Matters affecting ***trading terms*** may include:
- continuous improvement
- cost and price analysis
- due diligence requirements
- infrastructural and capital outlay requirements
- intellectual property and technology rights
- market position
- organisational systems integration and compatibility
- planning cycles and the time of the year
- risk sharing
- supply chain management
- terms and conditions agreed
- value for money
- value management.

Unit Sector(s)

Wholesale

Competency Field

Sales

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SIRXADM001A Apply retail office procedures

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 apply retail office procedures. It involves processing mail, operating office equipment, filing and retrieving documents, establishing contact with customers and preparing simple correspondence.

Application of the Unit

This unit applies to sales and administrative staff who operate and maintain office equipment, receive and dispatch correspondence in a variety of formats, file and retrieve documents, communicate with internal and external customers, and prepare simple correspondence 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.

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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. Process incoming and outgoing mail.	1.1.***Sort and dispatch incoming mail*** to nominated recipients or locations. 1.2.Collect and check outgoing mail to ensure all items are correctly prepared for dispatch. 1.3.Record mail according to ***store policy and procedures***. 1.4.Dispatch mail within designated time limits.
2. Process bulk mail.	2.1.Collate documents as required. 2.2.Sort and batch envelopes according to Australia Post specifications. 2.3.Lodge batched items for delivery.
3. Operate office equipment.	3.1.Identify appropriate ***equipment*** for intended application. 3.2.Operate equipment according to manufacturer instructions. 3.3.Identify and rectify equipment faults or report to ***relevant personnel***. 3.4.Follow opening and shutdown processes according to store procedures. 3.5.Apply maintenance program for equipment to ensure down time is minimised.
4. File and retrieve documents.	4.1.***File documents*** according to store policy. 4.2.Identify and retrieve documents as requested. 4.3.Update and modify existing records. 4.4.Remove, process and store designated inactive files according to store policy.
5. Establish contact with internal and external customers.	5.1.Use telephone system functions according to store policy. 5.2.Obtain and accurately record telephone and fax number or email ***address***. 5.3.Answer incoming calls promptly and according to store policy. 5.4.Establish and clearly convey purpose of ***contact***. 5.5.Transfer or place calls on hold as required. 5.6.Keep customers informed of delays and action being taken. 5.7.Record messages accurately and promptly return calls if

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	required.
6. Prepare simple correspondence.	6.1. Prepare and present correspondence for approval or signature according to set timeframes. 6.2. Write text using clear, concise language. 6.3. Use correct spelling, punctuation and grammar. 6.4. Use standard form letters according to store policy.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- technical skills to operate a range of office technology
- planning and organising skills to complete tasks in a set timeframe
- literacy and numeracy skills to:
  - process, record and document information
  - generate a range of retail documents
- interpersonal communication skills to:
  - report equipment faults
  - answer telephone calls and keep customers informed of delays and action being taken thorough clear and direct communication
  - ask questions to identify and confirm requirements
  - share information
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication

Required Knowledge

- store policy and procedures in regard to:
  - store administration and clerical systems
  - receiving and dispatching incoming and outgoing mail
  - processing information
  - reporting problems and faults
- relevant regulatory and licensing requirements, such as:

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- Work Health and Safety (WHS)
- privacy policies

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: • applies procedures for the processing of mail, including bulk mail • operates and maintains office equipment according to store policy and procedures • files and retrieves documents according to store policy and procedures • follows procedures for establishing contact with internal and external customers • applies procedures for the preparation of simple correspondence.

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
	  • manufacturer instructions and operation manuals
	• a range of retail 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 • a role play • third-party reports from a supervisor • customer feedback • answers to questions about specific skills and knowledge • 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, for example:

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- SIRXICT001A Operate retail technology
- SIRXFIN002A Perform retail finance duties.

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.

Procedures to ***sort and dispatch incoming mail*** may relate to:	• internal systems • Australia Post • courier services.
Store policy and procedures in regard to:	• store administration • clerical systems • operating and maintaining retail equipment.
Equipment may include:	• fax machine • telephone system • photocopier • answering machine or voicemail • public address system • paging system • franking machine • typewriters • computers • calculators • adapted equipment for people with a disability, for example, talking calculators, computer hard and software, and TTY.
Relevant personnel may include:	• supervisor • team leader • manager.
Systems used to record or ***file documents*** may be:	• manual • electronic.
Contact may be established by:	• telephone • fax • email • letter • face-to-face contact.

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Unit Sector(s)

Cross-Sector

Competency field

Administration

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SIRXCCS201 Apply point-of-sale handling procedures

Modification History

The version details of this endorsed unit are in the table below. The latest information is at the top.

Release Date	Comments
First Release:	This is a revised unit, based on and equivalent to SIRXCCS001A Apply point-of-sale handling procedures.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to operate point-of-sale equipment, apply store policy and procedures to a range of transactions, interact with customers, and package or wrap an item for transportation.

It covers demonstration of the ability to operate a range of point-of-sale equipment in order to complete sales, returns and exchange transactions, and process a number of methods of payment, according to store policies.

Application of the Unit

This unit applies to frontline service personnel.

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.

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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. Operate point-of-sale equipment.	1.1. Open and close point-of-sale terminal according to ***store policy and procedures***. 1.2. Clear point-of-sale terminal and transfer tender according to store procedure. 1.3. Handle cash according to store security procedures. 1.4. Maintain supplies of change in point-of-sale terminal according to store policy. 1.5. Attend active point-of-sale terminals according to store policy. 1.6. Complete records for transaction errors according to store policy. 1.7. Maintain adequate supplies of dockets, vouchers and ***point-of-sale documents***. 1.8. Inform ***customers*** of delays in the point-of-sale operation where required.
2. Ensure accuracy of transactions.	2.1. Identify and perform ***numerical calculations*** to ensure accurate pricing and collection of money. 2.2. Collect numerical information from various sources and calculate accurately with or without the use of a calculator.
3. Perform point-of-sale transactions.	3.1. Complete ***point-of-sale transactions*** according to store policy. 3.2. Identify and apply store procedures in respect of cash and non cash transactions. 3.3. Identify and apply store procedures in regard to exchanges and returns. 3.4. Move goods through point-of-sale area efficiently and with attention to fragility and packaging. 3.5. Enter information into ***point-of-sale equipment***. 3.6. State price or total and amount of cash received verbally to customer. 3.7. Tender correct change.

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4. Complete sales.	4.1. Complete customer order forms, invoices and receipts and process any loyalty card transactions. 4.2. Identify and process customer delivery requirements according to set timeframes. 4.3. Process sales transactions or direct customers to point-of-sale terminals according to store policy without undue delay. 4.4. Acknowledge and thank customer in line with store policy and procedures.
5. Wrap and pack goods.	5.1. Maintain and request adequate supplies of ***wrapping and packaging materials***. 5.2. Select appropriate wrapping or packaging material. 5.3. Wrap merchandise neatly and effectively where required. 5.4. Pack items safely to avoid damage in transit, and attach labels where required. 5.5. Arrange transfer of merchandise for parcel pick up or other ***delivery methods*** if required.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
  - ask questions to identify and confirm requirements
  - inform customers of delays
  - listen actively
  - request adequate supplies of wrapping material or bags through clear and direct communication
  - share information
  - state price or total and amount of cash received
  - use and interpret non-verbal communication
  - use language and concepts appropriate to cultural differences
- self-management skills to:
  - deal with different types of transactions
  - follow set routines and procedures
- literacy and numeracy skills to:
  - document sales and delivery information
  - render change
  - undertake work functions, including addition, division, multiplication, percentages and subtraction

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Required knowledge

- cash and non-cash handling procedures, including:
  - balancing point-of-sale equipment
  - calculating non-cash documents
  - change required, denominations of change and tendering change
  - clearance of terminal and transference of tender
  - counting cash
  - maintenance of cash float
  - opening and closing point-of-sale terminal
  - recording takings
  - security of cash and non-cash transactions
- functions and procedures for operating point-of-sale equipment, including:
  - calculators
  - electronic scales
  - numerical display board
  - registers
- merchandise handling techniques, including wrapping and packaging techniques
- range of services provided by the store
- relevant legislation and statutory requirements, including:
  - industry codes of practice
  - work health and safety (WHS)
  - Australian consumer law
  - scanners
- store policy and procedures in relation to:
  - allocated duties and responsibilities
  - bag checking
  - customer service
  - exchanges and returns
  - handling, packing and wrapping goods or merchandise
  - point-of-sale transactions
- stock availability
- key features of a calculator

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.

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • operates point-of-sale equipment according to manufacturer instructions and store policy and procedures • applies store policy and procedures in regard to cash handling and point-of-sale transactions • interprets, calculates and records numerical information accurately • processes sales transaction information responsibly and accurately according to store policy and procedures • applies store policy and procedures in regard to the handling, packing, wrapping and delivery of goods or merchandise.

Context of and specific resources for assessment	Assessment must ensure access to:
	• a real or simulated retail work environment
	• relevant documentation, such as:
	  • stock, inventory and price lists
	  • financial transaction dockets and slips
	  • lay-by, credit and product return slips
	  • store policy and procedures manuals
	• a range of point-of-sale equipment.

Method 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 work • role play • customer feedback • answers to questions about specific skills and knowledge • 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, work and job role is recommended, for example: • SIRXCCS202 Interact with customers • SIRXFIN201 Balance and secure point-of-sale terminal • SIRXINV001A Perform stock control procedures • SIRXRSK201 Minimise loss.

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

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performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Store policy and procedures in regard to:	• cash handling • financial transactions • handling techniques of stock • operation of point-of-sale equipment • sales transactions • security.
Point-of-sale documents may include:	• credit slips • lay-by slips • message pads • order forms • product return slips • promotional materials.
Customers may include:	• customers with routine or special requests • internal and external contacts • new or repeat contacts • people from a range of social, cultural and ethnic backgrounds • people with varying physical and mental abilities.
Numerical calculations may include:	• addition and subtraction • calculations of cash amounts and change • calculations of discount amounts • estimation of quantities • measurement • multiplication and division • percentages.
Point-of-sale transactions may include:	• cheques • credit cards and store cards • EFTPOS • exchanges • gift vouchers • lay-by • returns • smart cards • travellers cheques.
Point-of-sale equipment may include:	• cash drawer • cash register • EFTPOS terminal • electronic scales • numerical display board

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	• scanner • security tagging.
Wrapping and packaging materials may include:	• adhesive tape • bags • boxes • bubble wrap • gift wrapping • paper • ribbon • string.
Delivery methods may include:	• courier • domestic or international delivery • freight • parcel pick-up • post or express post.

Unit Sector(s)

Cross-Sector

Competency Field

Client and Customer Service

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SIRXCCS202 Interact with customers

Modification History

The version details of this endorsed unit are in the table below. The latest information is at the top.

Release Date	Comments
First Release:	This is a revised unit, based on and equivalent to SIRXCCS002A Interact with customers.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to deliver service to customers. It involves being able to communicate effectively with customers, respond to their complaints, receive and process sales orders, and identify special customer requirements.

The unit covers the consistent application of store policies and industry codes of practice to provide a quality service environment by treating customers and team members in a courteous and professional manner through all stages of the service and sales procedure, and to identify and resolve customer complaints.

Application of the Unit

This unit applies to frontline service personnel.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

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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. Deliver service to customers.	1.1. ***Communicate*** with ***customers*** in a professional, courteous manner according to store policy. 1.2. Meet ***customer needs*** and reasonable requests or refer to supervisor, according to store policy and ***legislative requirements***. 1.3. Record customer details and information where necessary. 1.4. Identify and anticipate possible problems and take action to minimise the effect on customer satisfaction. 1.5. Recognise and act upon opportunities to deliver additional levels of ***service*** beyond the customer's immediate request. 1.6. Maintain contact with customer until sale is completed according to store policy. 1.7. Use verbal and non-verbal communication to develop rapport with customers during service delivery. 1.8. Encourage repeat customers by promotion of appropriate services or products according to store policy. 1.9. Farewell customer appropriately and courteously according to store policy.
2. Respond to customer complaints.	2.1. Convey a positive, helpful attitude to customers when handling ***complaints***, according to store policy. 2.2. Handle complaints sensitively, courteously and with discretion. 2.3. Establish and confirm with customer nature of complaint by active listening and questioning. 2.4. Take action to resolve complaint to customer's satisfaction wherever possible. 2.5. Promptly refer unresolved customer dissatisfaction or

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	complaints to supervisor. 2.6. Take the opportunity to turn incidents of customer dissatisfaction into a demonstration of high-quality service to customer according to store policy. 2.7. Complete documentation regarding customer dissatisfaction or complaints accurately and legibly. 2.8. Take ***follow-up action*** as necessary to ensure customer satisfaction.
3. Receive and process sales orders.	3.1. Record customer details and information accurately. 3.2. Promptly refer customers to appropriate area as required. 3.3. Provide customers with information in clear, concise manner. 3.4. Process, record and act upon sales orders according to store policy. 3.5. Process customer returns or refunds according to store policy and procedures.
4. Identify special customer requirements.	4.1. Promptly identify customers with special needs or requirements by observation and questioning. 4.2. Verbally and non-verbally convey a willingness to assist. 4.3. Promptly service, refer or redirect customers' needs as required.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
  - build rapport and understanding
  - clarify and feed back information
  - deal with difficult customers
  - listen to customers' needs
  - negotiate with and persuade customers to buy
  - promote products and services
  - respond to complaints effectively and politely
- literacy and numeracy skills to:
  - calculate costs and discounts
  - document sales, stock and delivery information
  - follow procedures for recording customer orders that are placed in person, by telephone or by electronic means

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  - handle legal tender
  - take messages in person or by telephone
  - write records of complaints
  - weigh and measure goods
- observation and analysis skills to anticipate customer behaviour
- self-management skills to follow set routines and procedures

Required knowledge

- add-on selling concepts
- conflict-resolution strategies
- functions and procedures for operating the store telephone system and other communication equipment, and the relevant numbers
- greeting and farewelling techniques
- location of store departments
- merchandise and service range of store departments
- non-verbal cues indicating customer behaviour
- questioning and active listening techniques
- relevant legislation and statutory requirements, including work health and safety (WHS)
- store policy and procedures in regard to:
  - customer service
  - dealing with customer complaints
  - allocated duties and responsibilities
  - customer returns and refunds
  - lay-by, gift voucher and rain-check procedures
- strategies for handling difficult or abusive customers

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • accesses, records and processes sales orders accurately and responsibly, according to store policy and procedures • identifies the nature of customer complaints, resolves complaints and provides service to customers according to store policies • collaboratively works within a team to meet customers' needs

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- applies store policy and procedures and industry codes of practice in regard to customer service
- provides a quality service environment by treating customers and team members in a courteous and professional manner through all stages of the service and sales procedure
- uses effective questioning, active listening and observation skills to identify special customer requirements.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail work environment
- relevant documentation, such as:
  - sales order forms
  - complaint and return forms
  - stock, inventory and price lists
  - store policy and procedures manuals
- a range of customers with different requirements
- point-of-sale equipment and materials
- a communication system or a range of communication equipment.

Method 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
- role play
- customer feedback
- answers to questions about specific skills and knowledge
- 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, for example:

- SIRXCCS201 Apply point-of-sale handling procedures
- SIRXFIN201 Balance and secure point-of-sale terminal
- SIRXINV001A Perform stock control procedures
- SIRXRSK201 Minimise loss.

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 individual, accessibility

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of the item, and local industry and regional contexts) may also be included.

Communication techniques may include:	• face-to-face or telephone contact with customers • non-verbal communication • speaking clearly and concisely • using appropriate language • using open and inclusive language.
Customers may include:	• customers with routine or special requests • internal and external contacts • new or repeat contacts • people from a range of social, cultural and ethnic backgrounds • people with varying physical and mental abilities.
Store policy may relate to:	• cash handling • customer service • dealing with customer complaints • processing sales orders.
Customer needs may include:	• information regarding store facilities and services • location of specific items within the store • product information • returns or refunds.
Legislative requirements may include:	• liquor licensing regulations • lottery legislation • sale of second-hand goods • sale of X and R-rated products • tobacco laws • Trade Practices Act • trading hours • transport, storage and handling of goods.
Service may include:	• all store activities • internal and external customers • follow-up in event of delays in service provision.
Complaints may relate to:	• prices • products • service.

Follow-up action may require:	• communication with:
	  • customers
	  • staff
	  • supervisors and management
	  • suppliers
	• recommendations to supervisor regarding policy and procedure development or alteration.

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Unit Sector(s)

Cross-Sector

Competency Field

Client and Customer Service

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SIRXCEG001 Engage the customer

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to interact and communicate with a diverse range of customers to assist with basic enquiries and contribute to a service culture.

It applies to individuals working in frontline customer service roles in a diverse range of industry sectors and business contexts. They operate with some independence under general supervision and guidance from others, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Customer Engagement

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Engage customers.	1.1. Greet customers in a polite and friendly manner within designated response times and make them a priority over other workplace duties.

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	1.2. Clearly communicate with customers using appropriate verbal and non-verbal communication.
	1.3. Adapt communication style to appropriately communicate with customers from diverse backgrounds.
2. Assist customers.	2.1. Identify and act on opportunities to assist customers and be available to assist customers when needed.
	2.2. Question and actively listen to customers to determine their needs.
	2.3. Resolve routine customer problems according to individual responsibility level and organisational policies and procedures.
	2.4. Address general customer enquiries and provide accurate information in a clear and courteous manner.
3. Contribute to a service culture.	3.1. Act in line with organisational service standards to ensure quality customer service.
	3.2. Show interest in customer's needs and maintain a welcoming customer environment free of complacency.
	3.3. Seek assistance from relevant personnel when customer's needs are beyond scope of own responsibility.
	3.4. Identify and take opportunities to improve customer service standards.
	3.5. Refer customer service issues and feedback to relevant personnel for action.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRXCEG001 Engage the customer

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- contribute to a customer service culture by providing customer service, in line with organisational service standards, across four different customer interactions
- for the above four customer interactions, individually or cumulatively involve:
  - customers from diverse backgrounds
  - resolution of two routine customer problems
  - provision of accurate information to address two general customer enquiries
  - referral of unresolved customer enquiry
  - use of effective communication techniques and positive body language.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational service standards and procedures for:
  - designated customer service response times
  - interacting with customers
  - solving routine customer problems
  - providing information to customers
- basic principles for achieving positive customer service
- verbal and non-verbal communication
- techniques for effective communication:
  - open and closed questioning
  - paraphrasing
  - effective listening
  - voice tonality and volume
- body language and its role in customer service
- effective communication strategies for interacting with customers of diverse backgrounds
- commercial impact of:
  - positive customer service
  - poor customer service

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- organisational information and sources of information to assist customer with customer enquiries.

Assessment Conditions

Skills must be demonstrated in a services industry environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant documentation:
  - organisational service standards and procedures for:
    - designated customer service response times
    - interacting with customers
    - solving routine customer problems
    - providing information to customers
- customers from a diverse range of backgrounds; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRXFIN002A Perform retail finance duties

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 perform retail finance duties. It involves processing petty cash and non-cash transactions, preparing banking documents, reconciling invoices for payment and preparing invoices for debtors.

Application of the Unit

This unit applies to team members who process petty cash, cash and non-cash transactions; reconcile and process banking; identify and rectify delivery and document discrepancies; and process invoices for creditors and debtors, according to store policy and procedures. These tasks are performed under some supervision.

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.

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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. Process petty cash transactions.	1.1. Check petty cash claims for approval, accuracy and authenticity before processing. 1.2. Check and balance transactions according to ***store policy and procedures***. 1.3. Note irregularities and refer to ***relevant personnel*** for resolution. 1.4. Process and record petty cash transactions within designated time limits.
2. Prepare banking documents.	2.1. Balance cashbook entries against record of takings. 2.2. Compile and balance deposit entries. 2.3. List cash and ***non cash transactions*** on banking deposit forms, according to the banking institution's guidelines. 2.4. Process in store credit systems according to store policy.
3. Process non cash transactions.	3.1. Balance non cash transactions and present ***documentation*** to relevant personnel for checking. 3.2. Note irregularities and refer to relevant personnel for resolution.
4. Reconcile invoices for payment to creditors.	4.1. Identify discrepancies between invoices and delivery notes and report to relevant personnel or section for resolution. 4.2. Identify errors in invoice charges and report to relevant personnel or section for correction or resolution. 4.3. Rectify discrepancies and errors as directed. 4.4. Process corrected and authorised invoices for payment within designated time limits. 4.5. Resolve creditor enquiries or refer to relevant personnel or section for resolution.
5. Prepare invoices for debtors.	5.1. Perform ***preparatory calculations*** to produce accurate customer invoices. 5.2. Complete relevant documentation to ensure accuracy of contents. 5.3. Distribute documents to relevant personnel or section for certification prior to being dispatched. 5.4. Dispatch verified documents within designated time limits. 5.5. Copy and ***file*** documents for auditing purposes.

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Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- self management skills to complete tasks witin a set timeframe
- literacy skills to interpret documentation
- numeracy skills to:
  - process petty cash transactions
  - receive and process deliveries
  - perform sales transactions
  - balance cashbook entries and takings
  - generate invoices
- interpersonal skills to:
  - refer and report irregularities, discrepancies and errors in transactions to relevant personnel
  - resolve creditor enquiries or refer to relevant personnel 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

Required knowledge

- store policy and procedures in regard to:
  - register or terminal balance
  - security of cash and non-cash transactions
  - petty cash
  - cash balances
  - banking procedures
  - purchase requisitions or orders
  - issuing of receipts
  - delivery dockets
  - credit notes
  - statements
  - remittance advices
  - cash register rolls
  - deposit books
  - change required and denomination of change
  - operation of equipment used at register or terminal

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- processing delivery and delivery document discrepancies
- invoicing procedures for debtors and creditors
- payment and invoice procedures, including GST requirements

- cash and non-cash handling procedures, including:
  - opening and closing point-of-sale terminal
  - clearance of terminal and transference of tender
  - maintenance of cash balances
  - counting cash
  - calculating non-cash documents
  - customer credit ratings
  - balancing point-of-sale terminal
  - recording takings
  - change required and denominations of change
  - EFTPOS
  - credit cards
  - processing of cheques
  - gift vouchers
  - lay-by
  - cash on delivery (COD)
  - lay-by
  - credits and returns
  - customer refunds

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 applies store policy and procedures in regard to petty cash and non-cash transactions, invoicing, banking processes and processing delivery and document discrepancies • consistently applies skills related to the reconciliation and payments of invoices for creditors and debtors, according to store policy and procedures.
Context of and specific resources for assessment	Assessment must ensure access to: • a real or simulated work environment

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- relevant documentation, such as:
  - store policy and procedures manuals
  - financial transaction dockets, slips and invoices
  - banking deposit forms
- EFTPOS facilities and equipment
- registers and related equipment
- relevant financial management systems.

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
- a role play
- third-party reports from a supervisor
- answers to questions about specific skills and knowledge
- 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, for example:

- SIRXADM001A Apply retail office procedures
- SIRXICT001A Operate retail technology.

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:

- store financial systems.

Relevant personnel may include:

- manager
- supervisor
- team leader
- specialist staff.

Non-cash transactions may include:

- EFTPOS and credit cards
- customer credit ratings
- cheques
- hire-purchase
- lay-by

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	• cash on delivery (COD) • customer refunds.
Documentation may include:	• purchase requisitions • purchase orders • invoices • receipts • delivery dockets and receipts • credit notes • statements • remittance advices • cash register rolls • deposit books.
Preparatory calculations may include:	• application of prior credit • discounting • quantity • calculation of GST.
Methods used to ***file*** documents may include:	• manual • electronic.

Unit Sector(s)

Cross-Sector

Competency field

Finance

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SIRXFIN003A Produce financial reports

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 produce financial reports in a retail environment. It involves entering payment summaries into journals, reconciling accounts to balance, preparing bank reconciliations, and receiving and documenting payments and takings. It also involves dispatching statements to debtors, dispatching payments to creditors and preparing financial reports.

Application of the Unit

This unit applies to team members who produce accurate financial reports according to store policy and procedures. It requires the accurate and effective recording of data for preparation of trial balances, and receiving, recording and dispatching records and payments to debtors and creditors. These tasks are performed under some supervision.

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.

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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. Enter payment summaries into journals.	1.1. Fill payment documents out identifying relevant details. 1.2. Check payment documents for authenticity of claim. 1.3. Balance payment documents on a routine basis.
2. Reconcile accounts to balance.	2.1. Identify discrepancies between ***transaction*** documentation and account balances. 2.2. Rectify errors in documentation. 2.3. Record data on ***nominated system*** within designated time limits.
3. Prepare bank reconciliations.	3.1. Check deposit entries and cash payment summaries for accuracy against bank statements. 3.2. Note and resolve discrepancies. 3.3. Produce regular reconciliation reports within designated time limits to provide data for preparation of trial balance. 3.4. Complete pay in documentation accurately. 3.5. Balance all transaction calculations.
4. Receive and document payments and takings.	4.1. Count cash correctly and give correct change, if applicable. 4.2. Verify cheque and credit card payments with the ***relevant personnel*** or department prior to acceptance. 4.3. Complete and issue receipts.
5. Dispatch statements to debtors and follow up outstanding accounts.	5.1. Check debtor statements for accuracy of contents. 5.2. Rectify any noted discrepancies accurately. 5.3. Dispatch debtor statements within designated time limits. 5.4. Collect outstanding accounts within designated credit periods. 5.5. Review and control credit terms to ensure payment within designated time limits. 5.6. Maintain debtors ledger to reflect current situation. 5.7. Review customer credit terms when indicated, according to ***store policy and procedures.***
6. Dispatch payments to creditors.	6.1. Check payment documentation prepared by others for accuracy of information and dispatch to creditors within designated time limits.

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	6.2. Reconcile creditors' statements with accounting ***records***. 6.3. Input relevant data to creditors' ledger. 6.4. Reconcile general ledger against accounting records.
7. Generate financial documents.	7.1. Clarify purpose of the report with relevant personnel. 7.2. Identify and obtain relevant data from nominated internal or external ***sources***. 7.3. Update nominated internal records to show current status of financial report. 7.4. Transcribe data onto nominated form and in the authorised manner.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- literacy skills to:
  - interpret documentation
  - write reports
- numeracy skills to:
  - reconcile accounts
  - count cash
  - calculate non-cash transactions
  - report on takings
- interpersonal skills to:
  - verify cheque and credit card payments with relevant personnel or department prior to acceptance
  - clarify purpose of report with relevant personnel
  - identify and obtain relevant data 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

Required knowledge

- store policy and procedures in regard to:
  - register or terminal balance
  - cash and non-cash transactions security
  - cash balances
  - banking procedures
  - purchase requisitions and orders

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  - issuing of receipts
  - delivery dockets
  - credit notes
  - statements
  - remittance advices
  - cash register rolls
  - deposit books
  - change required and denomination of change
  - operation of equipment used at register or terminal
  - processing delivery document discrepancies
  - invoicing procedures for debtors and creditors
- payment and invoice procedures, including GST requirements
- relevant legislation and statutory requirements
- cash and non-cash handling procedures, including:
  - balancing point-of-sale terminal
  - recording takings
  - security of cash and non-cash transactions
  - change required and denominations of change
  - EFTPOS
  - credit cards
  - gift vouchers
  - lay-by
  - credits and returns

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 applies store policy and procedures when producing financial reports • consistently applies store policy and procedures in regard to handling cash • consistently applies store policy and procedures in regard to the accurate and effective recording of data for reporting and processing document discrepancies and the reconciliation of reports for preparation of trial balances

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- consistently applies store policy and procedures in regard to receiving, recording and dispatching to debtors and creditors
- applies follow-up procedures for outstanding accounts.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
  - financial transaction dockets, slips and invoices
  - recording and tally sheets
  - store policy and procedures manuals
- recording, documenting and filing systems
- registers and related equipment, including EFTPOS facilities and 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
- customer feedback
- answers to questions about specific skills and knowledge
- 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.

Transactions may include:

- cash
- cheque
- credit card
- EFTPOS
- store card
- internet payments
- lay-by
- gift vouchers

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	• returns.
Nominated system may include:	• recording • documenting • reporting systems • accounting.
Relevant personnel may include:	• supervisor • team leader • manager.
Store policy and procedures in regard to:	• financial systems • cash handling • reconciling accounts.
Records may be:	• manual • electronic.
Sources may include:	• staff members • formal or informal reports • written or verbal data • formal or informal meetings • quantitative and qualitative data.

Unit Sector(s)

Cross-Sector

Competency field

Finance

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SIRXFIN201 Balance and secure point-of-sale terminal

Modification History

The version details of this endorsed unit are in the table below. The latest information is at the top.

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXFIN001A Balance point-of-sale terminal.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to balance and reconcile a register or terminal in a retail environment. It involves clearing the register, counting money, calculating non-cash transactions, and reconciling and recording takings.

The unit requires the application of store policy and procedures in undertaking those tasks.

Application of the Unit

This unit applies to frontline retail staff working under some supervision.

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.

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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. Balance and secure takings from register or terminal.	1.1. Perform ***register or terminal*** balance at designated times according to ***store policy and procedures***. 1.2. Separate cash float from takings prior to balancing procedure and secure according to store policy. 1.3. Supply change to register or terminal according to store policy. 1.4. Obtain and interpret register or terminal reading or print-out. 1.5. Secure cash and ***non cash documents*** according to store security policy and procedures.
2. Reconcile takings.	2.1. Count cash accurately. 2.2. Calculate non cash documents accurately. 2.3. Determine balance between register or terminal reading and sum of cash and non cash transactions. 2.4. Report discrepancies between register or terminal reading and sum of cash and non cash transactions to ***relevant personnel*** according to store policy. 2.5. Record store and individual department takings and file ***records*** according to store policy.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy and numeracy skills to:
  - balance the register or terminal
  - count cash
  - calculate non-cash transactions
  - calculate discrepancies between reported and actual takings
  - complete documentation

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  - interpret documentation
  - report on takings
- planning and organising skills to complete tasks in a set timeframe
- technology skills to operate register or terminal

Required knowledge

- cash and non-cash handling procedures, including:
  - balancing point-of-sale terminal
  - calculating non-cash documents
  - change required and denominations of change
  - clearance of terminal and transference of tender
  - counting cash
  - credit and returns
  - credit cards
  - EFTPOS
  - gift vouchers
  - lay-by
  - maintenance of cash float
  - opening and closing point-of-sale terminal
  - recording takings
  - security of cash and non-cash transactions
- store policy and procedures in regard to:
  - cash float
  - operation of equipment used at register or terminal
  - register or terminal balance
  - security of cash and non-cash transactions

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- operates register or terminal equipment according to manufacturer instructions and store policy
- applies store policy and procedures in regard to handling cash and removing takings from register or terminal
- applies store policy and procedures in regard to cash float

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- applies store policy and procedures in regard to reading registers and recording information
- processes documentation and records responsibly and according to store policy and procedures
- reconciles takings according to store policy and procedures.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail work environment
- relevant documentation, such as:
  - financial transaction dockets, slips and invoices
  - sample debit card and credit card vouchers
  - recording and tally sheets
  - store policy and procedure manuals in regard to register or terminal balance
- register or terminal and related equipment.

Method 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
- role play
- 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, for example:

- SIRXCCS201 Apply point-of-sale handling procedures
- SIRXRSK201 Minimise loss.

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 individual, accessibility of the item, and local industry and regional contexts) may also be included.

Register or terminal may be:

- cleared at intervals during or at close of trading
- cleared by operator or specialist staff
- electronic

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	• manual.
Store policy and procedures in regard to:	• cash handling • register or terminal balance • security.
Non-cash documents may relate to:	• cash on delivery (COD) • cheques • credit cards • customer credit ratings • customer refunds • gift vouchers • hire-purchase • lay-by.
Relevant personnel may include:	• manager • supervisor • team leader.
Records may be:	• electronic • manual.

Unit Sector(s)

Cross-Sector

Competency Field

Finance

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SIRXICT001A Operate retail technology

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 operate a variety of retail equipment. It involves identifying the correct equipment required for a given task, maintaining retail equipment, applying keyboard skills and operating data entry equipment.

Application of the Unit

This unit applies to frontline service personnel who operate and maintain a range of retail equipment, including point-of-sale systems, keyboards and data entry equipment, according to manufacturer instructions, design specifications, store policy and designated timeframes. This work is undertaken with some supervision and guidance.

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.

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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. Maintain retail equipment.	1.1. Identify purpose of ***equipment*** used in store or department. 1.2. Operate equipment, according to design specifications and ***safety requirements***. 1.3. Identify equipment faults and report to ***relevant personnel***. 1.4. Identify and apply maintenance program for retail equipment according to ***store policy and procedures***.
2. Apply keyboard skills.	2.1. Operate keyboard using typing techniques within designated speed and accuracy requirements. 2.2. Enter and edit information accurately.
3. Operate data entry equipment.	3.1. Enter data using relevant equipment, according to store policy and procedures. 3.2. Operate price marking equipment, according to manufacturer instructions and store policy. 3.3. Enter data accurately and within designated time limits.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- planning and organising skills to complete tasks in set timeframe
- problem solving skills to deal with different types of transactions
- literacy and numeracy skills to:
  - read store procedures for operating equipment
  - enter data
  - perform point-of-sale transactions
  - follow common fault-finding procedures

Required knowledge

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- store policy and procedures in regard to:
  - the operation and maintenance of store retail equipment
  - reporting problems and faults
- relevant legislation and statutory requirements in regard to operating retail technology, including Work Health and Safety (WHS) requirements
- relevant industry codes of practice
- purpose and impact of using electronic technology
- licensing requirements for carrying and moving merchandise (if applicable)

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:

- operates a range of store retail equipment according to store policy and procedures and industry codes of practice
- operates and maintains a range of store retail equipment according to manufacturer instructions and design specifications
- applies store maintenance program and reports faults and problems
- consistently applies safe working practices in the operation and maintenance of store retail equipment according to OHS legislation and codes of practice
- reads and interprets operation manuals to solve routine faults and errors and maintains and uses equipment effectively
- uses keyboard skills to enter and edit data accurately
- completes tasks in set timeframe.

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 procedure manuals
  - manufacturer instructions and operation manuals
- a range of store retail 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:

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	• observation of performance in the workplace • a role play • third-party reports from a supervisor • customer feedback • answers to questions about specific skills and knowledge • 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.

Equipment may include:	• point-of-sale terminals • electronic bar coding equipment for price labelling and stocktaking • portable data entry • printers • EFTPOS terminals • electronic ordering equipment • wrapping and packing equipment • equipment for carrying or moving merchandise • equipment for storage of merchandise, including refrigerators • weighing machines • thermometers • security tag systems • trolley return equipment • computers • scanners • numerical keyboard equipment, including calculators.
Safety requirements may include:	• hazard identification (e.g. workplace inspections) • emergency, fire and accident procedures • personal safety procedures • stress management • procedures for the use of personal protective clothing and equipment

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	• reporting incidents and accidents in the workplace.
Relevant personnel may include:	• supervisor • team leader • manager.
Store policy and procedures in regard to:	• store administration • clerical systems • operating and maintaining retail equipment • Work Health and Safety (WHS).

Unit Sector(s)

Cross-Sector

Competency field

Computer Operations and ICT Management

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SIRXICT303 Operate retail information technology systems

Modification History

The version details of this endorsed unit are in the table below. The latest information is at the top.

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXICT003A Operate retail information technology systems.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to operate information technology systems, resolve system faults, perform point-of-sale system transactions, and safely and securely store electronic information according to store policy and procedures and relevant legislation. It involves understanding the operation of hardware and software in use, editing and updating information, and solving problems in relation to hardware and software.

Application of the Unit

This unit applies to managerial or supervisory staff with a responsibility to operate store information technology systems in a retail environment.

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.

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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. Use store information technology system.	1.1. Demonstrate operation of store ***information technology system*** to ***staff members*** according to ***store policy and procedures***, as required. 1.2. Identify and operate ***hardware*** and ***software*** according to manufacturer instructions and store policy and procedures. 1.3. Interpret the ***application and uses*** of information technology systems available. 1.4. Transmit data according to electronic data interchange (EDI) procedures as required. 1.5. Use keyboard skills to enter ***information*** accurately and as required by store policy. 1.6. Regularly perform ***back-up procedures*** according to store policy.
2. Edit and update information.	2.1. Identify information to be edited and updated according to store procedures. 2.2. Edit and update information on system according to store policy and procedures. 2.3. Identify and enter price changes into store system as required. 2.4. Ensure shelf data price and computer records match according to store policy.
3. Solve information technology system problems.	3.1. Identify equipment, hardware and software ***faults*** and rectify where possible or seek expert assistance without delay. 3.2. Monitor and implement maintenance program for hardware and software systems according to manufacturer specifications and store procedures. 3.3. Handle routine problems using appropriate ***problem-solving techniques*** and refer to ***relevant personnel*** as required. 3.4. Evaluate and resolve problems arising at point of sale according to store procedures and ***relevant legislation***. 3.5. Provide assistance positively and actively to staff as problems arise.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
  - ask questions to identify and confirm requirements
  - convey knowledge of store technology system to other staff members
  - provide assistance to staff through clear and direct communication
  - refer problems to appropriate personnel
  - share information
  - use and interpret non-verbal communication
  - use language and concepts appropriate to cultural differences
- literacy and numeracy skills to process and record information
- technology skills to:
  - apply and use hardware and software
  - use store technology information systems

Required knowledge

- manufacturer specifications in regard to operation of hardware and software
- problem-solving techniques
- relevant industry codes of practice
- relevant legislation and statutory requirements, including:
  - consumer law
  - credit procedures
- software licensing specifications
- store policy and procedures in regard to use and operation of store information technology systems, including:
  - efficient and sustainable use of resources
  - work health and safety (WHS) and ergonomic requirements
  - operation of equipment
  - solutions to problems and breakdowns
  - use and maintenance of hardware and software systems
- store products and services range, including pricing structure

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.

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:
	• applies store policy and procedures in regard to information technology systems, including:
	  • resolving system faults
	  • using and applying store credit and EFTPOS
	  • reviewing and entering information on store system
	• follows requirements of relevant legislation and statutory requirements, including Australian consumer law and credit procedures.

Context of and specific resources for assessment	Assessment must ensure access to:
	• a real or simulated retail work environment
	• hardware and software instruction manuals
	• information technology system
	• relevant documentation, such as:
	  • store or sample policy and procedures on management of information technology systems
	  • legislation and statutory requirements
	  • WHS requirements
	  • industry codes of practice.

Method 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 • role play • answers to questions about specific skills and knowledge • 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, 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 individual, accessibility of the item, and local industry and regional contexts) may also be included.

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Information technology system used may be:	• centrally based • store-based • networked.
Staff members may be:	• full-time, part-time or casual • under contract • people with varying degrees of language and literacy • people from a range of cultural, social and ethnic backgrounds • people with a range of responsibilities and job descriptions.
Store policy and procedures in regard to:	• efficient and sustainable use of resources • information technology systems • WHS • processing sales orders.
Hardware may include:	• bar coding • hand-held pricing equipment • personal computers or terminals (stand-alone or networked) • point-of-sale terminals • scanning equipment.
Software may include:	• databases • EDI • financial • spreadsheets • word processing.

Application and uses may include:	• arrangement of credit for customer via a third party
	• credit checks for granting of credit or loans
	• customer records
	• electronic cataloguing
	• financial management
	• individual, department or item sales performance analysis
	• inventory control
	• point-of-sale operations, including:
	  • credit cards
	  • EFTPOS
	  • loyalty cards
	  • online sales
	  • smart cards
	• pricing and price changes
	• staff payroll, from staff log-in and log-out information
	• staff rosters
	• stock transfers and delivery
	• use of internet facilities

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	• use of multimedia.

Information may include:	• customer details or records, including:
	  • names
	  • contact details
	  • consumer information or profiles
	• orders
	• price changes
	• staffing information
	• stock records
	• stock transfers.

Back-up procedures may include:	• CD • digital tape • DVD • external hard drive • off-site data storage • zip disc.

Faults may include:	• hardware faults or breakdowns
	• point-of-sale functionality problems, such as:
	  • cheque clearances
	  • credit facilities
	  • EFTPOS
	• pricing variations
	• software functionality problems
	• staff error or lack of training.

Problem-solving techniques may include:	• following routine procedures or manufacturer recommendations
	• lateral thinking
	• referral to:
	  • operator
	  • manager
	  • specialist.

Relevant personnel may include:	• manager • supervisor • team leader • technical specialist.
Relevant legislation may include:	• consumer law • credit procedures • WHS.

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Unit Sector(s)

Cross-Sector

Competency Field

Computer Operations and ICT Management

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SIRXINV001A Perform stock control procedures

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 handle stock in a retail environment. It involves receiving and processing incoming goods, rotating stock and dispatching goods.

Application of the Unit

This unit applies to team members who handle and move stock, to ensure efficient stock control within the retail environment. Team members are required to receive and process incoming goods, dispatch outgoing goods, rotate stock and maintain stock levels, assist with stocktaking, and report problems or discrepancies in stock to relevant personnel according to store policy and relevant legislation, whilst using safe working practices.

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.

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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. Receive and process incoming goods.	1.1. Maintain cleanliness and orderliness in receiving bay according to ***store policy and procedures***. 1.2. Unpack goods using correct ***handling techniques*** and ***equipment***, according to store policy. 1.3. Remove and promptly dispose of packing materials, according to store policy and relevant ***legislative requirements***. 1.4. Check incoming stock and validate against purchase orders and delivery documentation, according to store policy and relevant legislative requirements. 1.5. Inspect items received for damage, quality, use by dates, breakage or discrepancies and record, according to store policy. 1.6. Record stock levels on store ***stock systems***, according to store policy. 1.7. Rotate and store stock, according to the first in first out (FIFO) principle. 1.8. Dispatch stock to appropriate area or department. 1.9. Apply stock price and code labels when required according to store policy.
2. Rotate stock.	2.1. Carry out stock rotation procedures, according to store routine and policy. 2.2. Perform store code checking and reporting procedures, including recording of waste and markdowns. 2.3. Place merchandise to achieve a balanced, fully stocked display appearance and promote sales. 2.4. Place excess stock in storage or dispose of, according to store policy and legislative requirements. 2.5. Maintain safe lifting, shifting and carrying techniques according to store Work Health and Safety (WHS) policy and legislative requirements.

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Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- literacy and numeracy skills to:
  - follow set routines and procedures
  - use electronic labelling and ticketing equipment
  - stock records and delivery documentation
  - report problems

Required knowledge

- store policy and procedures in regard to:
  - stock control
  - store labelling policy
  - product quality standards
  - correct unpacking of goods
  - out-of-date, missing or damaged stock
  - equipment used
  - stock location
  - waste disposal
  - methods of storage
  - delivery documentation
  - stock record documentation
  - dispatch documentation
  - reporting faults and problems
- relevant legislation and statutory requirements in regard to stock control, including WHS
- relevant industry codes of practice

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 applies store policy and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to stock control • consistently applies safe working practices in the manual handling and moving of stock according to

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WHS legislation and store policy
- interprets and applies manufacturer instructions with regard to handling stock and using relevant equipment
- receives and processes incoming goods and dispatches outgoing goods according to store policy and procedures
- rotates stock and performs out-of-code checking and reporting according to store policy and procedures
- interprets and processes information accurately and responsibly.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant equipment, including:
  - stock moving equipment
  - manual and electronic labelling and ticketing equipment
- computers and stock recording equipment
- relevant documentation, such as:
  - invoices, packing slips, dispatch documents and order forms
  - recording and tally sheets
  - store policy and procedures manuals
  - WHS regulations
  - relevant legislation and statutory requirements
  - industry codes of practice.

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
- 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, for example:

- SIRXCCS001A Apply point-of-sale handling procedures
- SIRXRSK001A Minimise theft
- SIRXCCS002A Interact with customers

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- SIRXFIN001A Balance point-of-sale terminal.

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 may relate to:	• stock control • reception and dispatch • WHS • food safety.
Handling techniques may vary according to:	• stock characteristics • industry codes of practice • legislative requirements.
Equipment may include:	• electronic bar coding equipment • weighing machines • thermometers • trolley return equipment • portable data entry • cutting equipment • protective clothing.
Legislative requirements may include:	• WHS • hazardous substances and dangerous goods • labelling of workplace substances • waste removal and environmental protection • transport, storage and handling of goods.
Stock systems may be:	• manual • electronic.

Unit Sector(s)

Cross-Sector

Competency field

Inventory

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SIRXMER201 Merchandise products

Modification History

The version details of this endorsed unit are in the table below. The latest information is at the top.

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXMER001A Merchandise products.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to merchandise products within a retail store. It involves the consistent application of store policies and procedures in regard to displaying, merchandising, ticketing, labelling, pricing and storing stock. It also includes the application of correct manual handling, storage and display techniques according to stock characteristics, industry codes of practice, and relevant legislation.

Application of the Unit

This unit applies to frontline retail personnel.

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.

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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. Place and arrange merchandise.	1.1. Unpack ***merchandise*** according to ***store policy and procedures*** and ***legislative requirements***. 1.2. Place merchandise on floor, fixtures and shelves in determined locations according to work health and safety (WHS) legislative requirements. 1.3. ***Display*** merchandise to achieve a balanced, fully-stocked appearance and promote sales. 1.4. Identify damaged, soiled or out-of-date stock and take corrective action as required according to store procedures. 1.5. Place stock range in line with fixtures, ticketing, prices and bar codes. 1.6. Rotate stock according to stock requirements and store procedure. 1.7. Ensure stock presentation conforms to special ***handling techniques*** and other ***safety requirements***.
2. Prepare and apply labels and tickets.	2.1. Prepare ***labels and tickets*** for window, wall or floor displays according to store policy. 2.2. Prepare tickets using electronic equipment or neatly by hand according to design specifications and store procedures. 2.3. Identify soiled, damaged, illegible or incorrect labels and tickets and take corrective action according to store procedures. 2.4. Use, maintain and store electronic ticketing and labelling equipment according to manufacturer's instructions and store procedures. 2.5. Place labels and tickets visibly and correctly on merchandise. 2.6. Replace labels and tickets according to store policy.
3. Maintain displays.	3.1. Reset or dismantle unsuitable or out-of-date displays and ***special promotion areas*** as directed. 3.2. Assist supervisor in selection of merchandise for display. 3.3. Arrange and face up merchandise as directed and according to layout specifications and load-bearing capacity of fixtures. 3.4. Maintain correct pricing and information on merchandise according to store procedures, industry codes of practice and

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	legislative requirements. 3.5. Identify optimum stock levels and replenish stock according to store policy. 3.6. Remove excess packaging and maintain display areas in a clean and tidy condition.
4. Protect merchandise.	4.1. Identify and apply correct handling, storage and display techniques according to stock characteristics and legislative requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy and numeracy skills to:
  - prepare machine or manual labels and tickets
  - read and interpret store procedures and guidelines
  - read and interpret manufacturer instructions
- self-management skills to complete tasks in a set timeframe
- technology skills to operate and maintain manual and electronic labelling and ticketing equipment

Required knowledge

- store policies and procedures in regard to:
  - availability and use of display materials
  - correct storage of stock
  - correct storage procedures for labelling and ticketing equipment and materials
  - location of display areas
  - merchandise range
  - merchandising, ticketing and pricing of stock
  - scheduling for building or rotating displays
  - stock replenishment
  - stock rotation
  - store promotional themes, including advertising, catalogues and special offers
- correct manual handling techniques for protection of self and merchandise
- principles of display
- elements and principles of design and trends in retail design
- relevant WHS regulations, including:
  - manual handling
  - hygiene and sanitation

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  - hazardous substances
  - labelling of workplace substances
- relevant legislation and statutory requirements relating to merchandising product
- pricing procedures, including inclusion and exclusion of GST
- relevant industry codes of practice relating to merchandising product

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies store policies and procedures and legislative requirements in regard to displaying, merchandising, ticketing, pricing and storing stock
- displays merchandise on floor, fixtures, shelves and display areas, in determined locations, according to special manual handling techniques and other safety requirements
- prepares display labels and price tickets for merchandise with regard to store policies and procedures
- operates, maintains and stores a range of ticketing equipment according to:
  - store policy and procedures
  - industry codes of practice
  - manufacturer instructions and design specifications
- identifies damaged, soiled or out-of-date stock and takes corrective action as required by store procedures and legislative requirements
- maintains display areas and replenishes stock as required according to store procedures and legislative requirements
- performs correct manual handling, storage and display techniques.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail work environment
- a range of ticketing and pricing equipment
- merchandise for display
- display materials and props

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- cleaning materials
- relevant documentation, such as:
  - store policy and procedure manuals on housekeeping, merchandising and WHS
  - manufacturer instructions and operation manuals for electronic ticketing equipment
  - relevant legislation and industry codes of practice.

Method 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
- customer feedback
- answers to questions about specific skills and knowledge
- 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, for example:

- SIRXSLS201 Sell products and services
- SIRXSLS002A Advise on products and services.

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 individual, accessibility of the item, and local industry and regional contexts) may also be included.

Merchandise may be characterised by:

- type
- brand
- size
- customer needs
- colour
- price.

Store policy and procedures in regard to:

- merchandising of stock
- preparing and displaying labels and tickets
- maintaining displays.

Legislative

- pricing requirements, including GST requirements

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requirements may include:	• industry codes of practice • discounted items • Australian Consumer law.
Display may include:	• setting new displays • maintaining existing displays.
Handling techniques may vary according to:	• stock characteristics • store policy • legislative requirements • industry codes of practice.
Safety requirements may relate to:	• transport, storage and handling of goods • hazardous substances • labelling of workplace substances.
Preparation of ***labels and tickets*** may involve:	• pricing gun • shelf tickets • shelf talkers • written labels • swing ticketing • bar coding • price boards • header boards.
Special promotion areas may be:	• permanent or temporary • interior or exterior • publicly accessible • windows • shelves • wall fixtures • on floor.

Unit Sector(s)

Cross-Sector

Competency Field

Merchandising

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SIRXMER202 Plan, create and maintain displays

Modification History

The version details of this endorsed unit are in the table below. The latest information is at the top.

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXMER005A Create a display.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify requirements for displays, develop display ideas, obtain approval from relevant personnel, and plan and build displays. It also covers maintaining displays to meet the requirements of the product, the audience and the organisation.

Application of the Unit

This unit applies to floor and sales team members responsible for merchandise displays for a retail business.

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.

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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. Identify requirements for displays.	1.1. Identify ***purpose, audience*** and products for each display. 1.2. Identify organisational requirements and research ***relevant information*** where required. 1.3. Identify available budget and ***resources*** required to create the display. 1.4. Identify and consider ***constraints or factors*** that may affect the creation of the display.
2. Develop display ideas.	2.1. Generate ideas for the display using ***creative thinking techniques***. 2.2. Test ideas against display and ***organisational requirements***. 2.3. Discuss ***display options*** with relevant personnel. 2.4. Modify display ideas and refine according to ***feedback*** and confirm with ***relevant personnel***.
3. Plan and build displays.	3.1. Develop ideas into simple ***display plans***. 3.2. Source resources, materials and products to meet plan requirements. 3.3. Create displays following display plans. 3.4. Seek assistance from relevant personnel where required. 3.5. Review display and make refinements as required.
4. Maintain displays.	4.1. Regularly clean and tidy displays and replace products as necessary according to display plans. 4.2. Make changes or alterations to the display as appropriate.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:

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  - communicate display ideas to others
  - seek and accept feedback through clear and direct communication
  - use and interpret non-verbal communication
  - use language and concepts appropriate to cultural differences
- creative thinking and design skills to generate ideas for improving displays
- initiative and enterprise skills to ensure efficient and cost-effective use of resources
- observation skills to identify when display needs to be changed, updated or altered
- sketching and writing skills to represent ideas in a simple display plan

Required knowledge

- audiences for and required effects of displays
- basic design principles, including:
  - colour
  - flow of product
  - shape
  - use of space
- organisational requirements, including:
  - environment, health and safety compliance
  - location of displays
  - visual merchandising standards
- visual merchandising display options

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifies the requirements for new displays • creates display plans that meet the requirements of the product, audience and organisation • plans and builds displays, according to plans • maintains displays.
Context of and specific resources for assessment	Assessment must ensure access to: • a real or simulated retail work environment • relevant documentation, such as store policy and procedures manuals • display space • a range of display products and materials.

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Method 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 • customer feedback • written or verbal questioning to assess knowledge and understanding.
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, 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 individual, accessibility of the item, and local industry and regional contexts) may also be included.

Purpose of display may include:	• attracting customers into the store • new products • new range • promotion • sale.
Audience for display may include:	• internal and external foot or vehicular traffic • new or repeat customers • people from a range of social, cultural and ethnic backgrounds • people with varying physical and mental abilities • people of different ages • people with varying degrees of language and literacy.
Relevant information may be sourced from:	• colleagues • direct observation • internet • magazines • marketing personnel • technical personnel • written reports.
Resources may include:	• equipment and technology • fixtures and fittings

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	• labels and tickets • new or recycled materials • staff • time.
Constraints or factors may include:	• availability of materials • budget • product characteristics • space • staff • time.
Creative thinking techniques may include:	• brainstorming • creative writing • drawings • lateral thinking • mind mapping • product association • telling stories • using prompts • visualising.

Organisational requirements may include:	• aesthetics
	• allocated space
	• branding
	• budget
	• work health and safety (WHS)
	• organisational standards
	• staff
	• store policy and procedures, including:
	  • housekeeping and waste disposal procedures
	  • WHS procedures.

Display options may include:	• indoor or outdoor • lighting • sound • static or moving.
Feedback may be sought and received:	• in groups • in writing • individually • verbally.
Relevant personnel may include:	• external personnel with visual merchandising expertise • manager • team leader.
Display plans may	• checklist of materials and equipment required

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include:

- simple sketches of planned display.

Unit Sector(s)

Cross-Sector

Competency Field

Merchandising

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SIRXMER303 Coordinate merchandise presentation

Modification History

The version details of this endorsed unit are in the table below. The latest information is at the top.

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXMER002A Coordinate merchandise presentation.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply knowledge of store merchandising and pricing policy and standards to support and coordinate relevant frontline staff members and ensure that they arrange, present and label or price merchandise according to store requirements.

It also involves informing staff of store merchandise presentation requirements for sales, promotions and special events, and providing feedback to management in regard to improvement of store marketing and promotional activities.

Application of the Unit

This unit applies to frontline visual merchandisers who supervise sales and other staff implementing and maintaining displays according to store merchandising standards.

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.

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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. Instruct and coordinate staff.	1.1. Communicate and demonstrate store ***display standards and requirements*** to ***staff***. 1.2. Identify occurrence and timing of promotions and special events and inform staff. 1.3. Identify items to be advertised or promoted, according to store merchandising policy and inform staff. 1.4. Identify appropriate timing for dismantling and disposing of displays and inform staff.
2. Supervise construction and maintenance of presentations.	2.1. Plan and coordinate promotions and special events as directed by management. 2.2. Plan and supervise construction and maintenance of ***displays*** in order to achieve balance and visual impact. 2.3. Ensure product or service ***display information*** accurately depicts product or service being promoted. 2.4. Ensure displays are completed according to required time schedule, with minimum disruption to ***customer*** service and traffic flow. 2.5. Ensure displays are constructed and maintained in a safe and secure manner. 2.6. Regularly monitor replenishment of merchandise and rotation of stock on store displays and take action as required.
3. Implement merchandise pricing.	3.1. Implement store policy and procedures in regard to pricing and ticketing. 3.2. Identify current prices for products and services and amend according to store policy. 3.3. Inform team members of price changes and current pricing policies.
4. Review merchandise presentations.	4.1. Evaluate promotions or special events against sales turnover and store presentation standards. 4.2. Evaluate merchandise presentation against sales turnover and store presentation standards. 4.3. Provide management with feedback in regard to improvement of

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store marketing and promotional activities.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
  - give instructions
  - provide feedback to management through clear and direct communication
  - provide information to staff
  - share information
  - use and interpret non-verbal communication
  - use language and concepts appropriate to cultural differences
- literacy and numeracy skills to:
  - prepare machine or manual labels and tickets
  - present and price merchandise
  - read and interpret store policies and procedures
- observation skills to assess display and presentation compliance with visual merchandising standards
- technology skills to operate and maintain electronic labelling and ticketing equipment
- team leadership skills to:
  - instruct and support staff
  - supervise staff activities

Required knowledge

- availability and use of materials
- correct storage procedures for labelling and ticketing equipment and materials
- load-bearing capacity of fixtures and display areas
- location of display areas
- manufacturer specifications for the use of electronic labelling and ticketing equipment
- occurrence and timing of store promotions, including advertising, catalogues and special offers
- pricing procedures, including GST requirements
- principles and techniques of interpersonal communication skills
- principles of display and design
- procedure for accessing information and implementing price changes
- relevant industry codes of practice relating to coordinating merchandise presentation
- relevant legislation and statutory requirements relating to coordinating merchandise presentation, including Australian Consumer Law

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- relevant work health and safety (WHS) legislation and codes of practice
- store policies and procedures in regard to:
  - efficient use of resources
  - merchandise range
  - merchandising, pricing and ticketing
  - minimum stock levels required
  - stock rotation and replenishment
  - storage of stock
- store promotional themes

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- implements and instructs staff regarding store display, merchandising, ticketing and pricing policies and procedures
- coordinates and monitors display, promotion and presentation of merchandise according to store policies and procedures and legislative requirements
- identifies products to be advertised or promoted according to store merchandising policies
- coordinates construction and maintenance of displays within time schedule set in regard to advertising, catalogues, special offers and in-store promotions in a safe and secure manner
- informs staff of pricing policies, promotions, special events, display standards and requirements, and timing for dismantling and disposing of displays
- evaluates and reports effectiveness of store merchandising and promotional activities to management and staff as required by store policies and procedures.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail work environment
- pricing and ticketing equipment
- merchandise for display
- display materials and props
- relevant documentation, such as:
  - store policy and procedures manuals on merchandising
  - WHS requirements

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- manufacturer instructions and operation manuals on electronic ticketing equipment
- legislation and statutory requirements
- industry codes of practice
- a work team.

Method 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 • customer feedback • answers to questions about specific skills and knowledge.
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, 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 individual, accessibility of the item, and local industry and regional contexts) may also be included.

Display standards and requirements may include:	• maintaining existing displays • safety • setting up new displays • ticketing and display signage.
Staff may be:	• from a range of social, cultural and ethnic backgrounds • from within or outside own work team • full-time, part-time, casual or contract.
Displays may be located in a variety of areas, including:	• fixtures on floor • interior or exterior • permanent or temporary • publicly accessible areas • shelves • walls • windows.
Display information may include:	• discount information • price

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- product brand
- special guarantees
- product characteristics, such as:
  - size
  - weight capacity
  - materials.

Customers may include:

- internal and external contacts
- new or repeat contacts
- people from a range of social, cultural and ethnic backgrounds
- people with varying physical and mental abilities.

Unit Sector(s)

Cross-Sector

Competency Field

Merchandising

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SIRXMER406 Monitor in-store visual merchandising display

Modification History

The version details of this endorsed unit are in the table below. The latest information is at the top.

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXMER003A Monitor in-store visual merchandising display.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to interpret organisational visual merchandising plans and manuals and monitor in-store displays to ensure that they reflect and maintain current organisational visual merchandising directions.

It involves applying fundamental design principles, making decisions with regard to merchandise for display, and ensuring that displays contribute to the visual merchandising standards of the organisation and are constructed and located to ensure customer and staff safety.

Application of the Unit

This unit applies to frontline visual merchandising team members and other staff with a responsibility for monitoring displays to ensure they reflect and maintain current organisational visual merchandising directions.

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.

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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 a visual merchandising plan.	1.1. Identify ***design requirements*** of visual merchandising plan or manual. 1.2. Source ***resources required*** to implement plan. 1.3. Identify ***factors that may affect the plan***. 1.4. Apply organisation's visual merchandising standards to the plan.
2. Monitor display requirements.	2.1. Regularly monitor display to ensure it meets the requirements of the ***visual merchandising plan***. 2.2. Identify ***damage or changes to the display***. 2.3. Take action to rectify unwanted changes to the display.
3. Maintain displays in line with organisational requirements and plan.	3.1. Maintain display so that it is clean and tidy. 3.2. Make additions or changes to display to ensure it consistently adheres to the visual merchandising plan. 3.3. Maintain organisation's requirements for visual merchandising in the display.
4. Contribute to the visual merchandising standards of the organisation.	4.1. Interpret visual merchandising standards of the organisation. 4.2. Identify opportunities for improving visual merchandising standards. 4.3. Make contributions to the visual merchandising standards as appropriate.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- artistic interpretation skills to create displays according to visual merchandising standards
- communication skills to share ideas
- creative thinking skills to generate ideas for improving visual merchandising standards
- literacy skills to interpret visual merchandising manuals

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- observation skills to identify damage to displays or deviations from visual merchandising standards
- practical skills to maintain and update displays according to the visual merchandising plan

Required knowledge

- basic design principles
- basic principles of visual merchandising
- work health and safety (WHS) requirements relating to monitoring displays
- organisation's visual merchandising principles
- resources required to implement visual merchandising plans
- procedures for safe use of tools, equipment and materials used in visual merchandising displays

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- interprets and identifies the design requirements of a visual merchandising plan
- monitors the display closely and completes regular maintenance to ensure it meets the requirements of the visual merchandising plan and the organisation's visual merchandising standards
- contributes appropriately to the ongoing development of the organisation's visual merchandising standards.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail visual merchandising work environment
- relevant documentation, such as:
  - store policy and procedures manuals
  - store visual merchandising standards.

Method 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
- customer feedback
- answers to questions about specific skills and knowledge.

Guidance information

Holistic assessment with other units relevant to the industry sector,

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for assessment 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, 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 individual, accessibility of the item, and local industry and regional contexts) may also be included.

Design requirements may include:
- colours used
- functionality
- layout of display
- location of display in store
- merchandise for display
- size of display.

Resources required may include:
- fixtures and fittings
- lights
- materials
- people
- supports
- time.

Factors that may affect the plan may include:
- availability of display stands and structures
- availability of staff
- budget requirements
- merchandise availability
- store promotions
- time requirements.

Visual merchandising plan may include:
- display location
- retail image
- store plan and design.

Damage or changes to the display may include:
- changes in the appearance of the display
- damage to fixtures, fittings or display supports
- damage to items on display.

Unit Sector(s)

Cross-Sector

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Competency Field

Merchandising

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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.

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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 ***innovation*** 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 ***end user requirements***. 1.5. Identify ***resources and constraints***. 1.6. Research ***factors and ethical considerations*** that may impact on the idea. 1.7. Access relevant ***organisational knowledge***.
2. Generate ideas.	2.1. Conceptualise ideas using a range of ***creative thinking techniques***. 2.2. Apply relevant knowledge to explore a range of approaches. 2.3. Seek ***stimulation from alternative sources***. 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 ***relevant people***. 3.2. Seek and accept ***feedback*** from relevant people in an appropriate fashion. 3.3. Modify ideas according to feedback. 3.4. Maintain and utilise a ***network of peers*** to discuss ideas.
4. Analyse and reflect on ideas.	4.1. Analyse ideas from different perspectives. 4.2. Use appropriate strategies to capture ***reflections***. 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 ***communication technique*** for the target ***audience***. 5.2. Develop the ***presentation of the idea*** with the audience in mind. 5.3. Present the idea to educate and inform the client.

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	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

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	• 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	• time required

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include:	• 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 • informatin from work colleagues • work processes • product • materials • systems • tools • working conditions.
Feedback may be:	• formal or informal • verbal • in writing • in groups • individual.
Creative thinking techniques may include:	• 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

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	• 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 • 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.
Presentation of ideas may include:	• 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

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- 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

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SIRXRSK001 Identify and respond to security risks

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to identify security risks related to customers, team members, merchandise and money, and take appropriate action, within scope of job role, to eliminate or minimise those risks.

It applies to individuals at all levels working in frontline roles in a diverse range of industry sectors and business contexts.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Risk Management and Security

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify potential security risks.	1.1. Identify potential risks to merchandise, cash and non-cash, and take swift action to prevent escalation of security risk in line with organisational procedures. 1.2. Identify potential risks to safety of customers, self or team members, and take swift action to prevent escalation of security

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	risk in line with organisational procedures. 1.3. Remain vigilant and alert to potential security risks, and follow organisational policies and procedures to minimise security risks. 1.4. Maintain security of merchandise, cash and non-cash according to organisational procedures.
2. Respond to security breaches.	2.1. Identify security breaches and respond in line with organisational policies and procedures. 2.2. Recognise security breaches outside of scope responsibility and promptly refer to relevant personnel. 2.3. Prioritise personal safety when responding to security breaches.
3. Report on security issues.	3.1. Report suspicious behaviour to relevant personnel. 3.2. Report faulty security equipment to relevant personnel. 3.3. Report on security breaches and ongoing security risks in line with organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Writing skills to:	• complete basic written reports regarding security breaches.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRXRSK001 Identify and respond to security risks

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow organisational policies and procedures to demonstrate the appropriate response, within scope of job role, to four of the following security issues:
  - faulty security equipment
  - suspicious customer behaviour
  - suspicious team member behaviour
  - breaches of cash handling security procedures
  - breaches of merchandise movement security procedures
  - theft of cash
  - theft of merchandise
  - armed robbery
  - individual posing threat to personal safety
- identify potential security risks within the workplace and determine appropriate measures to eliminate the risk.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for:
  - use of security equipment
  - suspicious customer behaviour
  - suspicious team member behaviour
  - armed robbery
  - cash and non-cash security
  - merchandise security
  - theft
  - responding to security breaches
  - reporting security risks and breaches
  - surveillance of merchandise

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  - personal security
- common security risks within the retail workplace and techniques to:
  - identify risk
  - minimise risk
- impacts of security breaches on individuals and organisation:
  - emotional distress
  - financial loss
  - commercial loss.

Assessment Conditions

Skills must be demonstrated in a services industry environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- organisational policies and procedures relevant to security as listed in the Knowledge Evidence
- customers and team members; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment
- assessment activities that allow the individual to work with commercial speed and timing.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRXSLS001 Sell to the retail customer

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to deliver quality customer service and sell to retail customers. It requires the ability to determine customer needs, match products and services to their needs, and facilitate a sale.

This unit applies to all retail sectors and business sizes from large format stores to small independents. It applies to retail personnel at all levels who play a role in engaging with customers with the purpose of selling.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Sales

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Establish customer needs.	1.1. Connect with the customer within designated response times and establish rapport. 1.2. Use questioning and active listening to facilitate effective two-way communication.

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	1.3. Observe and determine appropriate level of interaction based on customer verbal and non-verbal cues. 1.4. Determine and clarify customer preferences, needs and expectations.
2. Provide advice on products and services.	2.1. Use product and service knowledge to tailor options to specific customer needs, and offer alternatives when product is unavailable. 2.2. Clearly explain and promote product and service features and benefits where relevant. 2.3. Advise on promotional events where relevant. 2.4. Provide additional information to address customer questions and objections. 2.5. Offer comparisons to competitor product or service range as required. 2.6. Collaborate with the customer to determine product or service option most suited to their needs. 2.7. Take opportunities to upsell and cross sell products and services that enhance customer request and maximise profitability of sale.
3. Facilitate the sale of products and services.	3.1. Select and use appropriate techniques to close sale. 3.2. Direct the customer to designated point-of-sale and process sale, as required, according to organisational procedures. 3.3. Farewell customer on leaving, and invite to return. 3.4. Provide any required after sales service according to organisational procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Reading skills to:	• interpret:
	  • detailed in-house and supplier product information documents
	  • plain English documents that outline organisational customer service policy and procedures.

Numeracy skills to:	• interpret basic fee information from in-house documents and complete basic pricing calculations.
Problem-solving skills to:	• respond to customer objections and provide appropriate solutions to satisfy customer needs.
Technology skills to:	• use technologies equipped with search functionality and information systems to source product and service information.

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Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRXSLS001 Sell to the retail customer

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- interact with four different retail customers to initiate and close the sale of different retail products or services
- demonstrate the following during the above customer interactions:
  - appropriate communication
  - establishment and clarification of customer needs, wants and expectations
  - product and/or service knowledge
  - appropriate sales approach to sell benefits and features of products and/or services
  - overcome objections and close sales
  - upsell and/or cross sell additional products and/or services that complement the sale
  - promotion of customer loyalty and repeat sales.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- appropriate body language for customer service
- basic principles of positive customer service and sales
- open and closed questioning techniques related to the sale of product and services
- verbal and non-verbal cues indicating customer understanding of information
- techniques for effective communication with customers of diverse backgrounds:
  - cultural diversity
  - special needs
- sales techniques:
  - opening techniques
  - recognising buying signals
  - strategies to focus customer on specific products and services
  - selling add-ons and complementary products
  - overcoming customer objections
  - closing techniques

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- primary components of consumer protection laws that relate to selling products and services, especially organisational responsibility for supplying products and services as described or substituting suitable products and services when unable
- primary components of privacy law, and actions that retail business must take to protect privacy of customer information
- for the specific retail sector:
  - professional service standards and protocols for retail industry personnel
  - attitudes and attributes expected by the retail industry to work with customers
  - different customer service needs and expectations
- for the particular retail organisation:
  - product and service knowledge:
    - product and service range offering
    - product specifications, features and benefits
  - designated response times for providing customer service
  - customer service procedures including recording of and storing customer details.

Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant documentation:
  - organisational policies and procedures for:
    - customer service
    - sale of products and services
    - resolving customer complaints
    - collection and storage of customer details
  - organisational product information and price lists
  - supplier brochures, information sheets and price lists
  - promotional activity information
  - current plain English regulatory documents distributed by government regulators for:
    - consumer protection law
    - privacy law
- customers with whom the individual can interact to sell products and services; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation

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- assessment activities that allow the individual to:
  - work within commercial speed, timing and productivity
  - manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SIRXSLS002 Follow point-of-sale procedures

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to follow point-of-sale work systems, process transactions and complete sales.

It applies to individuals working in frontline operational roles in a diverse range of industry sectors and business contexts. They operate with some independence under general supervision and guidance from others, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Sales

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Follow point of sale work systems.	1.1. Open and close point-of-sale terminal at designated times and according to organisational procedures. 1.2. Clear point-of-sale terminal and transfer cash. 1.3. Handle cash according to organisational policies and

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	procedures. 1.4. Maintain supplies of change at agreed levels in point-of-sale terminal to agreed levels. 1.5. Maintain adequate supplies of consumables.
2. Process point-of-sale transactions.	2.1. Identify transaction type and required procedure to be followed. 2.2. Correctly interpret sale price information. 2.3. Make accurate calculations for pricing and collection of payment. 2.4. Enter accurate sale information into point-of-sale equipment. 2.5. Confirm price to customer and check customer payment against sale value. 2.6. Provide correct change for cash payments. 2.7. Identify transaction errors, follow procedures for resolution and complete accurate records.
3. Complete sales.	3.1. Generate and complete documentation associated with the sale. 3.2. Confirm and process any purchase follow up activities. 3.3. Acknowledge and thank customer in line with organisational policy.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Numeracy skills to:	• interpret numerical information from various sources and calculate accurately with or without the use of a calculator. • measure or estimate quantities to calculate costs. • calculate percentage discounts.

Unit Mapping Information

No equivalent unit.

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Assessment Requirements for SIRXSLS002 Follow point-of-sale procedures

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow procedures for set up, maintenance and close of point-of-sale area/terminal on three different occasions
- perform three point-of-sale transactions for each of the following:
  - cash sales
  - non-cash sales
- perform three point-of-sale transactions for each of the following:
  - refunds
  - exchanges
- make six accurate financial calculations relating to product pricing that individually or cumulatively involve:
  - multiple products
  - products of varying prices
  - products with percentage discounts
- follow procedures to complete four sales that require post purchase activity.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for:
  - exchanges
  - refunds
  - lay-by
- basic key aspects of legislation that impact point-of-sale activities:
  - Australian Consumer Law
- features of products sold by the organisation
- functions and procedures for operating point-of-sale equipment:
  - opening and closing
  - clearance of terminal and transference of tender

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  - recording takings
  - consumables required by system
  - security
- cash handling procedures:
  - counting cash
  - handling cash floats
  - change required, denominations of change and tendering change
  - security
- procedures for non-cash transactions:
  - credit cards
  - EFTPOS
  - vouchers
- types of purchase follow up activities and associated organisational policies and procedures:
  - placing of orders
  - delivery
  - issuing of invoices
  - issuing of receipts
  - wrapping and packing.

Assessment Conditions

Skills must be demonstrated in a service industries environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- organisational policies and procedures for point-of-sale activities
- current plain English regulatory documents distributed by government regulators outlining key aspects of legislation that impact point-of-sale activities as listed in the Knowledge Evidence
- point-of-sale equipment and consumables
- financial transaction documentation for non-cash sales
- cash
- assessment activities that allow the individual to work with commercial speed, timing and productivity.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

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SIRXSLS003 Achieve sales results

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to drive the sales of products and services, and create a sales environment, to meet sales targets.

It applies to individuals working in frontline management roles in a diverse range of industry sectors and business contexts. They operate independently with some responsibility for others and decision making, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Sales

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify sales targets.	1.1. Access and review sales targets. 1.2. Ensure sales targets are achievable and allow customer service standards to be maintained. 1.3. Review internal and external factors that may affect sales achievement and take measures to reduce impact.

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	1.4. Review past sales performance to inform achievement of sales targets. 1.5. Determine sales strategies for achieving sales targets.
2. Create a sales environment.	2.1. Set and communicate team and individual sales targets. 2.2. Ensure availability of adequate resources to achieve sales targets. 2.3. Support team to achieve sales targets and provide feedback on performance. 2.4. Resolve or limit operational issues that hinder sales target achievement.
3. Review sales targets.	3.1. Monitor achievement of sales targets, and provide feedback to team for ongoing improvement. 3.2. Take corrective action when sales targets are not met. 3.3. Report on sales target achievement in line with organisational reporting procedures.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRXSLS003 Achieve sales results

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- monitor sales performance against sales targets over a designated organisational sales period by:
  - reviewing sales targets and determining strategies for achievement
  - communicating sales targets to team members
  - responding to the following situations:
    - sales targets consistently not achieved
    - sales targets achieved
    - internal factors impacting on sales
    - external factors impacting on sales.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for:
  - customer service
  - sales process
- internal factors impacting on sales:
  - lack of resources
  - stock issues
  - team lacking sales skills
- external factors impacting on sales:
  - competitor activity
  - operating environmental impacts
- strategies for:
  - interpreting sales targets
  - achieving sales targets
  - corrective action for response to poor performance
- sales processes and how they are used to achieve sales targets
- required action to improve sales when the following problems occur:

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- operational issues
- lack of resources
- stock issues
- competitor activity.

Assessment Conditions

Skills must be demonstrated in a services industry environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant documentation:
  - organisational policies and procedures for sales process and customer service standards
  - sales targets
  - records of previous sales
- team members; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRXSLS201 Sell products and services

Modification History

The version details of this endorsed unit are in the table below. The latest information is at the top.

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXSLS001A Sell products and services.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to sell products and services in a retail environment.

It involves the use of sales techniques and encompasses key selling skills, from approaching the customer to closing the sale.

It requires a basic level of product knowledge and the recognition and demonstration of verbal and non-verbal communication skills to determine customer requirements, sell the benefits of products and services, overcome objections and close sales.

Personal evaluation is used to maximise sales, according to industry codes of practice, relevant legislation and store policy.

Application of the Unit

This unit applies to frontline sales personnel.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

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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. Develop and apply product knowledge.	1.1. Develop ***product knowledge*** by accessing ***relevant sources of information*** and confirm with relevant staff. 1.2. Apply knowledge of the use and application of relevant products and services in interactions with customers according to store policy and ***legislative requirements***. 1.3. Identify gaps in product knowledge and resolve by accessing relevant sources of information.
2. Approach customer.	2.1. Identify ***customers*** by name where possible. 2.2. Develop knowledge of customer buying behaviour by accessing relevant sources of information. 2.3. Determine and apply appropriate timing of customer approach according to store policy and customer behaviour. 2.4. Initiate customer contact according to store policy. 2.5. Convey a positive impression to encourage customer interest according to store policy.
3. Gather and respond to information.	3.1. Apply questioning techniques and listening skills to determine customer buying motives and requirements. 3.2. Interpret and clarify non verbal communication cues. 3.3. Direct customer to specific merchandise according to customer requirements and store policy.
4. Sell benefits.	4.1. Match customer needs to appropriate products and services. 4.2. Communicate knowledge of product features and benefits clearly to customers. 4.3. Describe product use and safety requirements to customers. 4.4. Refer customers to appropriate product specialist as required. 4.5. Answer ***routine customer questions*** about merchandise accurately and honestly or refer to senior sales staff.

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5. Overcome objections.	5.1. Identify and acknowledge customer objections according to store policy. 5.2. Categorise objections into price, time and merchandise characteristics and consider solutions. 5.3. Offer solutions to customer objections according to store policy. 5.4. Apply ***problem solving*** within personal scope of responsibilities to overcome customer objections or refer to senior staff.
6. Close sale.	6.1. Monitor, identify and respond appropriately to customer buying signals. 6.2. Encourage customer to make purchase decisions. 6.3. Select and apply appropriate method of closing sale.
7. Maximise sales opportunities.	7.1. Recognise and apply opportunities for making additional ***sales*** according to store policy. 7.2. Advise customer of complementary products or services according to customer's identified need. 7.3. Review personal sales outcomes and consider strategies to maximise future sales in consultation with relevant staff.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Re**quired skills**

- communication and interpersonal skills to:
  - handle difficult customers
  - verbal and non-verbal communication skills to:
    - question, listen and observe
    - overcome objections and close sale
- literacy and numeracy skills to:
  - handle payments for goods
  - read product information
  - read store policies and procedures
  - record information
  - weigh and measure goods
- selling skills to use a range of selling techniques

Required knowledge

- customer types and needs, including:
  - customer behaviour and cues

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  - customer buying motives
  - demographics, lifestyle and income
  - individual and cultural differences
  - types of customer needs, such as:
    - functional
    - psychological
- relevant industry codes of practice, legislation and statutory requirements relating to the sale of products and services
- selling techniques, including:
  - add-ons and complementary sales
  - closing techniques
  - opening techniques
  - overcoming customer objections
  - recognising buying signals
  - using strategies to focus customer on specific merchandise
- specific product knowledge for area or section
- store merchandise and service range
- store policies and procedures in regard to:
  - allocated duties and responsibilities
  - selling products and services and sales performance

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies product knowledge and uses appropriate sales approach to sell the benefits of products and services, overcome objections and close sales
- uses questioning, listening and observation skills to determine customer requirements
- applies store policies and procedures in regard to selling products and services
- maximises sales opportunities according to store policies and procedures
- applies industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services
- evaluates personal sales performance to maximise future

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sales.

Context of and specific resources for assessment	Assessment must ensure access to: • a real or simulated retail work environment • relevant documentation, such as policy and procedures manuals • a range of customers with different requirements • a range of merchandise and products appropriate to the retail workplace • product labels and sources of product information.
Method 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 the candidate in the workplace • customer feedback • answers to questions about specific skills and knowledge • 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, 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 individual, accessibility of the item, and local industry and regional contexts) may also be included.

Product knowledge may include:	• features and benefits • handling and storage requirements • price • safety features • stock availability • use-by dates • warranties.
Relevant sources of information may include:	• demonstrations • internet • labels • product profiles

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	• staff members • store or supplier product manuals • store tours • videos.
Legislative requirements may include:	• industry codes of practice • liquor laws • lottery legislation • work health and safety (WHS) • sale of second-hand goods • sale of X and R-rated products • tobacco laws • Australian consumer law and fair trading Acts • trading hours • transport, storage and handling of goods.
Customers may include:	• customers with routine or special requests • internal and external contacts • new or repeat contacts • people from a range of social, cultural and ethnic backgrounds • people with varying physical and mental abilities.
Routine customer questions may relate to:	• availability • features and benefits • price and price reductions • quality.
Problem solving may be affected by:	• resource implications • store policies and procedures.
Sales transactions may be completed:	• face-to-face • online • over the telephone.

Unit Sector(s)

Cross-Sector

Competency Field

Sales

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SIRXSLS303 Build relationships with customers

Modification History

The version details of this endorsed unit are in the table below. The latest information is at the top.

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXSLS004A Build relationships with customers.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and maintain expert knowledge to provide accurate product information to customers, including post-sales support.

It also covers communication, analysis and sales techniques to plan and implement sales presentations, build positive relationships with customers, and resolve customer complaints to ensure positive business outcomes.

Application of the Unit

This unit applies to senior sales personnel.

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.

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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. Develop relationships with customers.	1.1. Establish rapport with ***customers*** and express genuine interest to ***clarify customer requirements*** and enhance ***outcomes.***
	1.2. Maintain ***professional ethics*** with the customer to promote store image and credibility.
	1.3. Identify ***customer needs and preferences*** to maximise sales opportunities.
	1.4. Maximise sales opportunities by use of add-on and complementary ***sales techniques***.
	1.5. Give customer space and time to evaluate purchase decision, while using time to maximum advantage for customer and store.
	1.6. Use effective methods to close sales.
2. Apply expert knowledge.	2.1. Provide customer with accurate information regarding product and service appraisals, correct statements and warranties according to ***legislative requirements***.
	2.2. Provide detailed knowledge of supplier or manufacturer information according to customer needs and commercial confidentiality guidelines.
	2.3. Provide evaluation of product range, demonstrate features and benefits of products or services where appropriate, and make recommendations to the customer to maximise sales potential.
	2.4. Maximise customer interest in product or service through price negotiation where applicable and offer payment and credit options according to ***store policy***.
	2.5. Calculate prices and discounts according to pricing determinants and store policy.
3. Provide post-sales support.	3.1. Provide evidence of ongoing support as sale is concluded.
	3.2. Explain ***back-up service*** and reassure customer according to legislative requirements and store policy.
	3.3. Provide customer with store or salesperson’s contact details to ensure customer follow-up according to store policy.
	3.4. Enter customer and transaction details into ***customer database*** according to store policy.

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4. Plan sales presentations.	4.1. Plan presentation to complement ***product characteristics***. 4.2. Select client group according to product characteristics and store merchandising policy. 4.3. Access ***promotional materials*** where required and distribute to client group. 4.4. Select and prepare a range of products or services for presentation to reflect store image, demographics and merchandising plan.
5. Implement sales presentations.	5.1. Ensure sufficient numbers of adequately briefed support staff, where required, for presentation. 5.2. Apply communication skills to effectively create interest, focus attention, and encourage customer interaction with individuals or groups. 5.3. Demonstrate products or services to create a buying environment. 5.4. Measure results of sales presentation according to predetermined criteria, review overall performance and results, and apply information to enhance future ***sales presentations***, according to store sales policy.
6. Maintain and use a customer database.	6.1. Maintain customer confidentiality as required by store policy and legislative requirements. 6.2. Develop and maintain accurate ***customer records*** and store securely according to store policy and procedures. 6.3. Identify and follow up regular customers according to store marketing policy. 6.4. Use customer records to advise customers on products and services of possible interest. 6.5. Implement ***customer loyalty schemes*** where required according to store promotional activities.
7. Deal with difficult customers.	7.1. Acknowledge customer complaints and problems and reassuringly support difficult customers to produce positive outcome. 7.2. Use questioning and active listening to encourage customer to verbalise issue and minimise customer frustration. 7.3. Develop customer's confidence in the candidate and product or service to promote long-term trust and commitment to store. 7.4. Establish mutually acceptable resolution of complaint.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

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- communication and interpersonal skills to resolve conflict
- literacy and numeracy skills to:
  - access and read relevant product information
  - calculate prices and discounts
  - read store policies and procedures
  - record client and sales information
- sales skills to apply selling techniques, including:
  - add-ons and complementary sales
  - identifying buying signals
  - opening and closing techniques
  - overcoming customer objections
  - presenting product information
  - promoting enhanced sustainability features of selected products and services
  - using strategies to focus customer on specific merchandise

Required knowledge

- customer types and needs, including:
  - customer buying motives, customer behaviour and cues
  - functional and psychological needs
  - individual and cultural differences, demographics, lifestyle and income
- work health and safety (WHS) requirements relating to:
  - manual handling
  - plant and equipment
  - hazardous substances and dangerous goods
  - workers compensation
- relevant industry codes of practice, legislation and statutory requirements relating to building relationships with clients
- store policies and procedures in regard to:
  - efficient use of resources
  - establishing, maintaining and using customer records
  - methods of maintaining customer confidentiality and secure storage of customer details
  - price negotiation and payment and credit options
  - pricing, including GST requirements
  - resolving customer complaints
  - updating and maintaining customer mailing lists
- store and area merchandise and service range

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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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies:
  - detailed knowledge of manufacturer and supplier supply, back-up service and warranty information to enhance customer support
  - industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services
  - store policies and procedures in regard to selling products and services, dealing with customers, planning and implementing sales presentations, and providing after-sales support
- develops customer commitment to store and builds return customer base by establishing rapport and relationship with customer, maintaining professional ethics, and discerning customer buying motives, requirements and preferences
- establishes, records and maintains customer records and details, maintaining customer confidentiality, ensuring secure storage of data, and using customer records to maximise customer interest and create a buying atmosphere
- evaluates personal or team sales performance to maximise future sales
- maximises sales opportunities by using effective selling techniques, applying detailed product knowledge, and using an appropriate sales approach to sell the benefits of products, overcome objections and close sales
- plans, prepares and conducts sales presentations and briefs
- supports staff where required, to create a buying environment and maximise sales performance
- resolves customer complaints by acknowledging problems and supporting customer to produce positive outcomes and obtain mutually acceptable complaint resolution
- uses effective questioning, listening and observation skills to determine customer requirements.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant sources of product information
- relevant documentation, such as:

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- policy and procedures manuals
- industry codes of practice and relevant legislation
- WHS legislation and codes of practice
- a range of customers with different requirements
- an appropriate range of products and equipment
- a customer database system.

Method 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 the candidate in the workplace
- customer feedback
- 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, 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 individual, accessibility of the item, and local industry and regional contexts) may also be included.

Customers may include:

- a single customer, couples, families or groups
- customers with routine or special requests
- internal and external contacts
- new or repeat contacts
- people from a range of social, cultural and ethnic backgrounds
- people with varying physical and mental abilities.

Clarification of customer requirements may be achieved by:

- active listening
- appropriate questioning
- empathy
- observation
- reassurance and confirmation.

Outcomes may include:

- credibility of store
- customer commitment

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	• customers' trust • increased return customer base.
Maintaining ***professional ethics*** with the customer may include:	• confirmed appraisals of products and services • honesty • positive statements.
Customer needs and preferences may include:	• brand • customer physical needs • price • product characteristics • product type • size.
Sales techniques will include:	• add-on and complementary products and services • selling up or down • suggestive selling • variety of methods of closing sales.
Legislative requirements may include:	• environmental protection legislation • health and welfare law specific to local government, state and federal legislation • liquor laws • WHS • pricing procedures, including GST requirements • privacy laws • sale of second-hand goods • tobacco laws • Australian Consumer Law and fair trading Acts • transport, storage and handling of goods.
Store policy and procedures in regard to:	• dealing with difficult customers • maintaining and using client records • promotional, marketing, discounting and reward programs • resolving customer complaints • selling products and services.
Back-up service may include:	• delivery specifications • financial products and services • installation • returns policies • technical support • warranties and guarantees.
Customer database may be:	• computer-based • manual.

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Product characteristics may include:	• features and benefits • price range • supplier or manufacturer information • target group.
Promotional materials may include:	• brochures • business cards • pamphlets • posters • promotional merchandise • vouchers.
Sales presentations may be:	• at client site • in-house • verbal • visual.
Customer records may include:	• anniversaries and special dates • details of items bought or returned • name and contact details • personal preferences • transaction records.
Customer loyalty schemes may include:	• credit or discount facilities • customer clubs • customer reward schemes • special offers.

Unit Sector(s)

Cross-Sector

Competency Field

Sales

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SITTPPD402 Develop interpretive activities

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITTPPD005A Plan and develop interpretive activities. Title simplified.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop interpretive activities for different customer groups. It requires the ability to establish educational, interpretive and commercial objectives, develop operational aspects and evaluate the success of the activity. The actual presentation of activities is covered in the unit SITTGDE304 Prepare and present tour commentaries or activities.

Application of the Unit

This unit applies to many industry sectors and has particular relevance in tourism, sport and recreation and cultural contexts. Interpretive activities take place on historical, cultural, heritage or nature-based tours, in attractions and theme parks, in national parks or in locations such as museums, galleries, libraries, performing arts centres and zoos. Activities could be virtual.

Planning and development of interpretive activities may be for a series of activities within a venue or tour operation or for a one-off activity. It could be the responsibility of the person delivering the activity or be developed by senior operational or supervisory personnel. The planning role applies to those who work independently with limited guidance from others. This could include senior guides, activities coordinators, or owner-operators of small organisations.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and 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. Establish need for activities.	1.1 Identify need for ***interpretive activities***, based on customer, organisation and community needs.
	1.2 Establish educational, interpretive and commercial objectives in consultation with appropriate colleagues.
2. Create activities.	2.1 Identify and evaluate a range of potential information and ***resources***, including ***other specialists*** as required.
	2.2 Develop interpretive framework for activities.
	2.3 Generate and select ideas for potential messages, themes and storylines.
	2.4 Consider relationships between themes, storylines and the site.
	2.5 Incorporate interpretive media that matches the site.
	2.6 Conduct a risk assessment and incorporate controls into activity development.
	2.7 Evaluate and integrate legal, ethical and sustainability considerations.
	2.8 Develop resources to support activities.
	2.9 Develop activity within budget to meet agreed objectives.
	2.10 Promote activities according to organisational marketing objectives.
3. Evaluate activities.	3.1 Obtain formal and informal feedback from customers and colleagues during piloting or conduct of activities.
	3.2 Modify activities according to feedback received.
	3.3 Establish and implement ongoing review mechanisms to ensure continuous improvement of activities in line with its objectives.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to consult with colleagues about development issues for interpretive activities
- critical thinking skills and research skills to evaluate wide ranging information and tease out creative themes and messages for activities
- literacy skills to:
  - analyse complex information and to interpret this for creative communication to customers
  - develop resources and information materials for the activities
- numeracy skills to calculate costs and work within established budgets
- planning and organising skills to coordinate creative and practical aspects of activities
- problem-solving skills to evaluate and adjust activities.

Required knowledge

- subject matter around which activities are developed
- principles of interpretation, including work of Freeman Tilden
- physical and digital interpretive media
- practical processes that support activity development, including:
  - budgeting
  - evaluation
  - needs analysis
  - resource development
  - scheduling
- creative communication techniques for interpretive activities, including:
  - games
  - illustrated talks
  - role-playing
  - sensory awareness exercises
  - storytelling
  - use of apps, podcasts, near response codes, quick response codes
- safety requirements specific to activities
- risk assessment processes, including:
  - determining overall risk level
  - determining the exposure to the risk
  - estimating the probability of negative impacts
  - identifying the consequences that could result from the identified risk

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- legal, ethical and sustainability considerations for activity development, including:
  - cultural appropriateness
  - duty of care
  - minimal impact
  - minimising waste and conserving resources.

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	Evidence of the ability to: • plan and develop multiple interpretive activities with varying themes and messages that meet the needs of different customer groups and commercial and operational constraints • apply subject matter knowledge to the development of interpretive activities • plan and develop interpretive activities for a number of different delivery environments.
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated environment for which interpretive activities can be planned and developed.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • evaluation of a project undertaken by the individual to develop and evaluate activities for a nominated customer group or organisation • evaluation of activities by professional interpretation organisations • written or oral questioning to assess knowledge of interpretation principles and activity development processes • use of case studies to assess ability to tailor activities and information to suit particular customer needs • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

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Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTGDE304 Prepare and present tour commentaries or activities
- SITTGDE306 Research and share general information on Australian Indigenous culture
- SITTGDE307 Prepare specialised interpretive content on flora, fauna and landscape
- SITTGDE308 Prepare specialised interpretive content on marine environments
- SITTGDE309 Prepare specialised interpretive content on cultural and heritage environments.

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.

Interpretive activities:

- may include:
  - guided site activities
  - guided walks
  - one or more activities that may be combined in an overall tour program
  - sporting activities
  - touring activities
  - virtual activities
- may relate to a range of subjects, including:
  - art
  - birds
  - built environment
  - culture
  - domestic and farm animals
  - festivals or seasonal themes
  - history and heritage
  - natural environment
  - sports

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- wildlife.

Resources may include:

- actors and performers
- apps and other digital content
- costumes
- guest speakers
- handouts
- information and communications technology
- natural resources
- props
- professional organisations
- special interest organisations.

Other specialists may include:

- actors and performers
- creative designers
- cultural advisers
- designers
- environmental educators
- heritage specialists
- historians
- interpretation consultants
- marketers
- subject matter experts
- technical experts.

Unit Sector(s)

Tourism

Competency Field

Planning and Product Development

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SITXCCS008 Develop and manage quality customer service practices

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop, monitor and adjust customer service practices. It requires the ability to consult with colleagues and customers, develop policies and procedures for quality service provision, and manage the delivery of customer service.

The unit applies to senior managers who operate independently, have responsibility for others and are responsible for making a range of operational and strategic decisions.

This includes individuals working in a range of tourism, travel, hospitality and event contexts and to any small, medium or large organisation.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Client and Customer Service

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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essential outcomes.	demonstrate achievement of the element.
1. Develop quality customer service practices.	1.1. Obtain information on customer needs, expectations and satisfaction levels using both formal and informal research. 1.2. Provide opportunities for customers and staff to give feedback on products and services. 1.3. Review changes in internal and external environments and integrate findings into planning for quality service. 1.4. Provide opportunities for staff to participate in development of customer service practices. 1.5. Develop policies and procedures for quality service provision.
2. Manage delivery of quality service.	2.1. Communicate policies, procedures and expectations to staff. 2.2. Make policies readily available to customers and staff. 2.3. Monitor customer service in the workplace to ensure standards are met. 2.4. Initiate staff training to enhance customer service. 2.5. Take responsibility for service outcomes and dispute resolution. 2.6. Act as a positive role model for professional standards expected of service industry personnel.
3. Monitor and adjust customer service.	3.1. Seek ongoing feedback from staff and customers to improve performance. 3.2. Assess effectiveness of customer service practices. 3.3. Identify systemic customer service problems and adjust policies and procedures to improve service quality. 3.4. Develop, document and communicate new approaches to customer service to staff involved in service delivery.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret customer service surveys and unfamiliar complex documents on current industry trends and changes that affect service delivery • research customer service requirements.
Writing skills to:	• produce comprehensive yet easily accessible policies and procedures that provide service expectations.

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Oral communication skills to:	• discuss customer service needs with staff and customers.
Numeracy skills to:	• calculate and interpret customer satisfaction statistics and business performance data.
Learning skills to:	• contribute to change management in workplace customer service.
Problem-solving skills to:	• allow for a rational and logical evaluation of the characteristics and needs of the organisation in order to design tailored customer service practices.
Planning and organising skills to:	• plan for, establish and regularly monitor all components of the customer service system.
Self-management skills to:	• take responsibility for customer service outcomes.
Technology skills to:	• use software to analyse customer satisfaction data.

Unit Mapping Information

SITXCCS501 Manage quality customer service

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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Assessment Requirements for SITXCCS008 Develop and manage quality customer service practices

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- research and develop customer service policies and procedures for at least three different areas of the business that meet industry standards
- implement and monitor practices for quality customer service in line with above policies and procedures over four service periods
- evaluate practices for quality service provision and identify any failings
- review policies and procedures, adjust as necessary, and communicate any new practices to staff.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- principles of quality customer service
- specific industry sector:
  - professional service standards for service industry personnel
  - attitudes and attributes expected by the service industries to work with customers
- roles and responsibilities of management, supervisors and operational personnel in providing quality service
- sources of information on current service trends and changes that affect service delivery
- internal and external environmental changes and their effect on planning for quality customer service:
  - changes in the competitive environment
  - economic climate
  - introduction of new technologies or equipment
  - management changes and organisational restructures
  - recruitment practices
  - trends in customer service preferences
- methods of formal and informal customer research:
  - analysis of competitive environment and industry service trends
  - customer service surveys

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  - customer focus groups
  - qualitative or quantitative research
  - seeking feedback from service delivery colleagues
  - questioning customers
- methods of implementing quality service provision:
  - developing, implementing and monitoring customer service policies and procedures
  - involving staff in the development of customer service practices
  - evaluating staff and customer feedback
- methods of assessing the effectiveness of customer service practices:
  - examining overall business performance
  - monitoring the ongoing effectiveness of:
    - staff in meeting customer service standards
    - policies and procedures in explaining practices
  - reviewing numbers and nature of:
    - complaints
    - disputes
    - responses of customers
  - reviewing customer satisfaction survey statistics
- methods of obtaining feedback from customers:
  - customer service discussions with employees during the course of each business day
  - discussions with customers
  - formal customer interviews
  - regular staff meetings that involve service discussions
  - seeking staff suggestions for content of customer service policies and procedures
  - surveys of internal customers, external customers and staff
  - improvements suggested by:
    - customers involved in complaints or disputes
    - suppliers
    - staff, supervisors and managers
- industry schemes, accreditation schemes and codes of conduct aimed at improving customer service
- areas where organisational policies and procedures assist in ensuring quality customer service:
  - acknowledging and greeting customers
  - complaint and dispute management
  - authority for different level personnel to resolve complaints, disputes, service issues and customer compensation
  - loyalty programs
  - presentation standards for customer environment and customer service personnel
  - pricing and service guarantees

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  - product quality
  - refunds and cancellation fees
  - response times
  - staff training for:
    - customer service
    - technical skills
- objectives, components and comprehensive details of consumer protection laws that relate to customer service, and the business' responsibility for:
  - nominating and charging cancellation fees
  - providing information on potential price increases
  - providing refunds
  - supplying products as described or substituting suitable products when unable
  - formats for and content of policies and procedures.

Assessment Conditions

Skills must be demonstrated in an operational business environment for which tailored customer service practices are required. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- current plain English regulatory documents distributed by government consumer protection regulators
- codes of practice and standards for customer service issued by industry groups
- sources of information on customer needs, complaints and feedback
- customer surveys and feedback collection tools and templates
- team members with whom the individual can interact; these can be:
  - staff in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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TAEASS401 Plan assessment activities and processes

Modification History

Release	Comments
Release 2	This was first released with *TAE Training and Education Training Package Release 2.1.* Minor update to Assessment Conditions.
Release 1	This version first released with *TAE Training and Education Training Package Release 2.0.*

Application

This unit describes the skills and knowledge required to plan the assessment process, including recognition of prior learning (RPL), in a competency-based assessment system.

It applies to individuals with assessment planning responsibilities.

In planning activities and processes, individuals are required to identify the components of assessment tools, analyse and interpret assessment tools, and develop assessment instruments (also known as assessment tasks) and assessment plans.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Assessment

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine the assessment approach	1.1 Identify the candidate and confirm the purposes and context of the assessment with relevant people according to legal,

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ELEMENT	PERFORMANCE CRITERIA
	organisational and ethical requirements 1.2 Identify and access applicable industry or workplace standards for the assessment, and any specific assessment requirements
2. Prepare the assessment plan	2.1 Analyse units of competency and assessment requirements to identify evidence needed to demonstrate competence, according to the rules of evidence 2.2 Select assessment methods and instruments to support the collection of defined evidence, taking into account the context in which the assessment will take place 2.3 Develop the assessment plan and gain approval from relevant stakeholders
3. Identify modification and contextualisation requirements	3.1 Use information from the candidate and, where relevant, the candidate's workplace to identify contextualisation needs 3.2 Check advice provided by the training package or course developer relevant to identified contextualisation needs 3.3 Analyse existing assessment tools and record amendments required to address identified contextualisation needs 3.4 Determine opportunities for integrated assessment activities and record any changes required to assessment tools
4. Develop the assessment instruments	4.1 Analyse available assessment instruments for their suitability for use, and identify any required modifications 4.2 Develop assessment instruments to meet the required standard and specific workplace/candidate needs 4.3 Map assessment instruments against the unit or course requirements 4.4 Write clear instructions for the candidate and assessor regarding the use of assessment instruments 4.5 Check and confirm that draft assessment instruments meet required standards and specific workplace/candidate needs and record outcomes of checks

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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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, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3	• Identifies and confirms legal, organisational and ethical requirements • Selects and analyses assessment-related documents
Writing	1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5	• Documents the assessment plan • Develops assessment instruments, including instructions and mapping • Records outcomes of draft assessment checks
Oral Communication	1.1, 2.3, 3.1	• Participates in exchanges about assessment processes and the trialling of instruments appropriate to the audience
Navigate the world of work	1.1	• Identifies, confirms and takes responsibility for adherence to policies, procedures, legal, and ethical requirements
Interact with others	1.1, 2.3, 3.1	• Collaborates with others as part of routine activities, and to confirm understanding
Get the work done	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3, 4.5	• Plans a range of routine processes and related tasks with logically sequenced steps, according to defined standards or parameters • Uses formal decision-making processes, identifying information and evaluating several choices against a limited set of criteria • Evaluates effectiveness of planning and design decisions in terms of how well they meet requirements

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEASS401 Plan assessment activities and processes	TAEASS401B Plan assessment activities and processes	Updated to meet Standards for Training Packages. Addition of new element.	No equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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Assessment Requirements for TAEASS401 Plan assessment activities and processes

Modification History

Release	Comments
Release 2	This was first released with *TAE Training and Education Training Package Release 2.1.* Minor update to Assessment Conditions.
Release 1	This version first released with *TAE Training and Education Training Package Release 2.0.*

Performance Evidence

The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- planning and organising the assessment process on a minimum of five separate occasions
- planning and organising two Recognition of Prior Learning (RPL) assessments (which may be two of the five assessment processes above.)

The evidence requirements for each occasion must include:

- a documented assessment plan
- a different endorsed or accredited unit of competency (or clusters of units of competency) for each of the five occasions
- contextualisation of the unit(s) of competency and the selected assessment tools, where required
- incorporation of reasonable adjustment strategies
- development of suitable assessment instruments for each of the five occasions

following organisational arrangements.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- obligations of an assessor under applicable legislation and/or standards

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- the major features of a unit of competency, and how they are to be addressed in assessment activities and processes
- interpreting competency standards as the minimum standard for assessment
- guidelines for contextualising units of competency
- different purposes of assessment and different assessment contexts, including RPL
- the purpose and features of evidence, and different types of evidence, used in competency-based assessments, including RPL
- the principles of assessment, and how they guide the assessment process
- the rules of evidence and how they guide the assessment process
- different assessment methods, including their suitability for collecting various types of evidence
- the components of assessment tools

different types of assessment instruments and their purpose and relevance for specific evidence-gathering opportunities.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and which are typical of those experienced in the training and assessment environment. This includes access to the units of competency used in assessment planning activities.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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TAEASS402 Assess competence

Modification History

Release	Comments
Release 2	This was first released with *TAE Training and Education Training Package Release 2.1.* Minor update to Assessment Conditions.
Release 1	This version first released with *TAE Training and Education Training Package Release 2.0.*

Application

This unit describes the skills and knowledge required to implement an assessment plan, and gather quality evidence to assess the competence of a candidate using compliant assessment tools.

It applies to teachers, trainers and assessors in enterprises and registered training organisations (RTOs) and those providing assessment advisory services.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Assessment

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for the assessment	1.1 Interpret assessment planning documentation and applicable organisational, legal and ethical requirements for conducting the assessment and confirm with the relevant people 1.2 Access and interpret units of competency that are to be used as

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ELEMENT	PERFORMANCE CRITERIA
	benchmarks for assessment, and the nominated assessment tools, to confirm the requirements for the evidence to be collected 1.3 Determine opportunities for integrated assessment activities and document any changes to the assessment instruments, where required 1.4 Determine opportunities for evidence-gathering in actual or simulated activities, through consultation with the candidate and relevant personnel 1.5 Conduct a candidate briefing and explain, discuss and agree on the details of the planned assessment 1.6 Arrange identified material and physical resource requirements 1.7 Identify any specialist support requirements for the assessment, and organise if necessary
2. Gather quality evidence	2.1 Use agreed assessment methods and tools to gather, organise and document evidence in a format suitable for determining competence 2.2 Apply the principles of assessment and rules of evidence in gathering quality evidence
3. Support the candidate	3.1 Discuss and guide candidates in gathering their own evidence to support the recognition of prior learning (RPL) 3.2 Use appropriate communication and interpersonal skills to develop a professional relationship with the candidate that reflects sensitivity to individual differences and enables two-way feedback 3.3 Make decisions on reasonable adjustments with the candidate, based on the candidate's needs and characteristics 3.4 Access specialist support, if required, in accordance with the assessment plan 3.5 Address any workplace health and safety (WHS) risk to a person or equipment immediately
4. Make the assessment decision	4.1 Assess the collected evidence, and to evaluate whether it reflects the evidence required to demonstrate competence 4.2 Use judgement to infer whether competence has been demonstrated, based on the available evidence 4.3 Make the assessment decision in line with agreed assessment procedures and according to the agreed assessment plan 4.4 Provide clear and constructive feedback to the candidate regarding the assessment decision, and clearly document

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ELEMENT	PERFORMANCE CRITERIA
	follow-up, if required
5. Record and report the assessment decision	5.1 Record assessment outcomes promptly and accurately 5.2 Complete and submit required assessment documentation, according to assessment procedures and confidentiality conventions 5.3 Inform other relevant parties of the assessment decision, according to confidentiality conventions
6. Review the assessment process	6.1 Review the assessment process in consultation with candidates and other relevant people to improve future practice 6.2 Document and record the review according to relevant assessment system policies and procedures

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, 4.1	• Accesses and interprets procedural and compliance documentation relevant to the assessment process • Examines and evaluates assessment evidence
Writing	1.1, 1.3, 1.5, 2.1, 3.1, 5.1, 5.2, 5.3, 6.2	• Completes workplace documentation accurately using appropriate language and following organisational requirements
Oral Communication	1.1, 1.4, 1.5, 3.1, 3.4, 4.4, 5.3, 6.1	• Communicates information and assessment process requirements clearly, using techniques appropriate to the audience and environment • Interacts appropriately with candidates to build rapport and understanding, and obtain specific information to support the assessment process
Navigate the world of work	1.1, 3.5, 5.3	• Identifies, confirms and takes responsibility for adherence to legal and ethical requirements • Recognises, and follows, explicit and implicit protocols and meets expectations associated with own role

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Interact with others	1.1, 1.4, 1.5, 3.1, 3.2, 3.4, 5.3, 6.1	• Adjusts personal communication style in recognition of the values and experiences of others to build rapport • Cooperates and collaborates with others and contributes to activities requiring joint responsibility and accountability
Get the work done	1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 2.1, 2.2, 3.3, 3.4, 4.1, 4.2, 4.3, 6.1, 6.2	• Uses systematic, analytical processes in complex, non-routine situations, gathering information, and identifying and evaluating options against agreed criteria • Organises work according to specific requirements taking some responsibility for decisions regarding the format of information • With guidance, reviews the effectiveness of solutions in relation to the set goals

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
TAEASS402 Assess competence	TAEASS402B Assess competence	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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Assessment Requirements for TAEASS402 Assess competence

Modification History

Release	Comments
Release 2	This was first released with *TAE Training and Education Training Package Release 2.1.* Minor update to Assessment Conditions.
Release 1	This version first released with *TAE Training and Education Training Package Release 2.0.*

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- assessment of at least five candidates within the vocational education and training (VET) context against at least one endorsed or accredited unit of competency according to the organisation's assessment processes and practices.
- using recognition of prior learning (RPL) processes in the assessment of at least one candidate (which may be one of the five candidates above)
- making reasonable adjustments in the assessment of at least one candidate.

The assessments must be undertaken under the supervision of a qualified assessor and cover an entire unit of competency for each candidate, including:

- the application of different assessment methods and instruments involving a range of activities and events
- using two-way communication and feedback with the candidate
- exercising judgement in making the assessment decision
- recording and reporting assessment outcomes in accordance with the assessment system and organisational, legal and ethical requirements

reviewing the assessment process.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

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- competency-based assessment, including:
  - VET as a competency-based system
  - how competency based assessment differs from other types of assessment
  - competency standards as the basis of qualifications
  - structure and application of competency standards
  - the principles of assessment and how they are applied
  - the distinction between assessment tools and assessment instruments
  - the rules of evidence and how they are applied
  - the range of assessment purposes and assessment contexts, including RPL
  - different assessment methods, including suitability for gathering various types of evidence, suitability for the content of units, and resource requirements and associated costs
  - reasonable adjustments and when they are applicable
  - types and forms of evidence, including assessment instruments that are relevant to gathering different types of evidence used in competency-based assessment, including RPL
  - the training and assessment strategies, including policies and procedures established by the industry, organisation or training authority
- RPL policies and procedures established by the organisation
- cultural sensitivity and equity considerations in assessment activities
- current legislative requirements relevant to the assessor and the assessment process
- workplace health and safety (WHS) responsibilities associated with assessing competence, including:
  - requirements for reporting hazards and incidents
  - emergency procedures
  - procedures for the use of relevant personal protective equipment
  - the safe use and maintenance of relevant equipment
  - sources of WHS information.

Assessment Conditions

Gather evidence to demonstrate consistent performance in a real assessment environment. The assessment environment must include access to assessment tools and recording materials.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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TAEASS403 Participate in assessment validation

Modification History

Release	Comments
Release 2	This was first released with *TAE Training and Education Training Package Release 2.1.* Minor updates to Assessment Conditions.
Release 1	This version first released with *TAE Training and Education Training Package Release 2.0*

Application

This unit describes the skills and knowledge required to participate in an assessment validation process.

It applies to assessors and workplace supervisors with assessment validation responsibilities participating in, but not necessarily leading, the process.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Assessment

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare for validation	1.1 Discuss and confirm the purpose, context and scope of the validation process within relevant assessment system policies and procedures 1.2 Arrange materials for validation activities

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Check all documents used in the validation process for accuracy and version control 1.4 Analyse relevant units of competency and agree on the evidence needed to demonstrate competence
2. Participate in the validation of assessment tools	2.1 Demonstrate active and appropriate participation in validation sessions and activities using agreed communication methods and modes 2.2 Apply principles of assessment and rules of evidence during validation sessions and activities 2.3 Check that context and conditions of assessment include clear instructions for assessor and candidate and relate directly to the assessment conditions of the relevant unit 2.4 Check that tasks to be administered to the candidate include clear and concise instructions and an outline of evidence requirements 2.5 Check that assessment decision-making rules and benchmarks, are clear and enable consistent outcomes 2.6 Check that recording mechanisms are clear and allow for sufficient information to be recorded 2.7 Review and use assessment maps to assist in determining validity of assessment instruments
3. Contribute to validation outcomes	3.1 Discuss validation findings to support improvements in the quality of assessment in a collective environment 3.2 Discuss, agree and record recommendations to improve assessment practice

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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, 1.4, 2.3, 2.4, 2.5, 2.6, 2.7	• Analyses and interprets relevant policies and procedures, benchmarks and validation materials
Writing	1.1, 3.2	• Records key information from the validation process accurately to meet requirements
Oral Communication	1.1, 1.4, 2.1, 2.2, 3.1, 3.2	• Communicates with others to confirm approaches, exchange ideas and information, articulate opinions, and reach agreement with others, using suitable tone, style and language
Navigate the world of work	1.1	• Identifies, confirms and takes responsibility for adherence to policies and procedures
Interact with others	1.1, 2.1, 2.2, 3.1, 3.2	• Collaborates with others and contributes to activities requiring joint responsibility and accountability
Get the work done	1.1, 1.2, 1.3, 1.4, 2.3, 2.4, 2.5, 2.6, 2.7, 3.2	• Organises and prioritises work commitments with a sense of what is achievable within the timeframe • Uses analytical processes in non-routine situations gathering information, and identifying and evaluating options against agreed criteria

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEASS403 Participate in assessment validation	TAEASS403B Participate in assessment validation	Updated to meet Standards for Training Packages. Revised performance criteria.	No equivalent unit

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Links

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Assessment Requirements for TAEASS403 Participate in assessment validation

Modification History

Release	Comments
Release 2	This was first released with *TAE Training and Education Training Package Release 2.1.* Updates to Assessment Conditions.
Release 1	This version first released with *TAE Training and Education Training Package Release 2.0*

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- actively participating in a minimum of three validation sessions that address the critical aspects of validation
- clearly identifying the purpose for each validation, and the legal and ethical responsibilities of assessors
- collating and presenting documentation for each validation in a logical manner
- communicating and liaising with relevant people
- providing feedback and interpreting documentation in validation sessions
- recording their contribution to validation findings.
-

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- how to determine the evidence needed to demonstrate competence in a competency-based environment
- the reasons for carrying out validation and different approaches to validation that may be appropriate before, during and after an assessment
- the components of assessment tools
- critical aspects of validation, including validation of assessment processes, methods and products
- how principles of assessment are addressed in validation

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- how rules of evidence are addressed in validation
- work health and safety legislation, codes of practice, standards and guidelines that impact on assessment
- obligations of an assessor under applicable legislation and/or standards, particularly in relation to validation activities.
-

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to:

- the texts and tasks usually found in the workplace
- units of competency and other materials used in validation sessions.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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TAEDEL301 Provide work skill instruction

Modification History

Release	Comments
Release 1	This version first released with *TAE Training and Education Training Package Version 2.0.*

Application

This unit describes the skills and knowledge required to conduct individual and group instruction, demonstrate work skills and assess the success of training and one's own training performance, using existing learning resources in a safe and comfortable learning environment.

It emphasises the training as being driven by the work process and context, and applies to a person working under supervision as a work skill instructor in a wide range of settings not restricted to training organisations,

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Delivery and facilitation

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Organise instruction and demonstration	1.1 Gather information about learner characteristics and learning needs 1.2 Confirm a safe learning environment 1.3 Gather and check instruction, demonstration objectives, and seek assistance if required 1.4 Access and review relevant learning resources and learning

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ELEMENT	PERFORMANCE CRITERIA
	materials for suitability and relevance, and seek assistance to interpret the contextual application 1.5 Organise access to necessary equipment or physical resources required for instruction and demonstration 1.6 Notify learners of details regarding the implementation of the learning program and/or delivery plan
2. Conduct instruction and demonstration	2.1 Use interpersonal skills with learners to establish a safe and comfortable learning environment 2.2 Follow the learning program and/or delivery plan to cover all learning objectives 2.3 Brief learners on any workplace health and safety (WHS) procedures and requirements prior to, and during, training 2.4 Use delivery techniques to structure, pace and enhance learning 2.5 Apply coaching techniques to assist learning 2.6 Use communication skills to provide information, instruct learners and demonstrate relevant work skills 2.7 Provide opportunities for practice during instruction and through work activities 2.8 Provide and discuss feedback on learner performance to support learning
3. Check training performance	3.1 Use measures to ensure learners are acquiring, and can use, new technical and generic skills and knowledge 3.2 Monitor learner progress and outcomes in consultation with the learner 3.3 Review relationship between the trainer/coach and the learner, and adjust to suit learner needs
4. Review personal training performance	4.1 Reflect upon personal performance in providing instruction and demonstration, and document strategies for improvement 4.2 Maintain, store and secure learner records, according to organisational and legal requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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Skill	Performance Criteria	Description
Learning	4.1	• Reflects on practice to improve
Reading	1.1, 1.3, 1.4, 2.2	• Sources and interprets processes and procedures, learning resources and information relevant to providing a work instruction and delivery
Writing	1.4, 1.6, 2.3, 2.6, 2.8, 3.2, 4.1, 4.2	• Accurately maintains learner records and documentation appropriate to the learning context and audience
Oral Communication	1.1, 1.6, 2.3, 2.4, 2.6	• Uses appropriate communication strategies to engage, build rapport, provide instruction, monitor progress and provide feedback to individuals or groups
Interact with others	1.2, 1.3, 2.1, 2.5, 2.8, 3.2	• Recognises the importance of consultation and negotiation while collaborating to confirm strategy and achieve required outcomes • Asks questions in order to clarify understanding, and to provide and seek feedback • Builds rapport to establish effective working relationships and to achieve effective outcomes
Get the work done	1.1-1.6, 2.1-2.8, 3.1-3.3, 4.1, 4.2	• Organises and completes work according to defined requirements, taking responsibility for some decisions and sequencing tasks to achieve efficient outcomes • Identifies and responds to potential risks, problems and opportunities for improvement and considers options for different approaches

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEDEL301 Provide work skill instruction	TAEDEL301A Provide work skill instruction	Updated to meet Standards for Training Packages	Equivalent unit

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Links

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Assessment Requirements for TAEDEL301 Provide work skill instruction

Modification History

Release	Comments
Release 1	This version first released with *TAE Training and Education Training Package Version 2.0.*

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- carrying out a minimum of three training sessions, involving demonstrating and instructing particular work skills for at least two different individuals or small groups, with each session addressing:
  - different learning objectives
  - a range of delivery techniques and effective communication skills appropriate to the audience.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- learner characteristics and needs
- the content and requirements of the relevant learning program, and/or the delivery plan
- the sources and availability of relevant learning resources and learning materials
- the content of relevant learning resources and learning materials
- training techniques that enhance learning, and when to use them
- introductory knowledge of learning principles and learning styles
- key workplace health and safety (WHS) issues in the learning environment, including:
  - roles and responsibilities of key personnel
  - responsibilities of learners
  - relevant policies and procedures, including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency procedures
  - risk controls for the specific learning environment.

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Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment and include access to any necessary workplace documents.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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TAEDEL401 Plan, organise and deliver group-based learning

Modification History

Release	Comments
Release 2	This was first released with *TAE Training and Education Training Package Release 2.1.* Minor update to Assessment Conditions.
Release 1	This version first released with *TAE Training and Education Training Package Release 2.0.*

Application

This unit describes the skills and knowledge required to plan, organise and deliver training for individuals within a group.

It applies to a person working as an entry-level trainer, teacher or facilitator structuring a learning program developed by others in, or with, a training and assessment organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Delivery and facilitation

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Interpret learning environment and delivery requirements	1.1 Access, read, and interpret learning program documentation to determine delivery requirements 1.2 Use available information and documentation to identify group and individual learner needs, and learner characteristics 1.3 Identify and assess constraints, and risks to delivery

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Confirm personal role and responsibilities in planning, and delivering training, with relevant personnel
2. Prepare session plans	2.1 Refine existing learning objectives according to program requirements and specific needs of individual learners 2.2 Develop session plans and document these plans for each segment of the learning program 2.3 Use knowledge of learning principles and theories to generate ideas for managing session delivery
3. Prepare resources for delivery	3.1 Contextualise learning materials to meet the needs of the specific learner group 3.2 Finalise learning materials and organise facility, technology and equipment needs in time for delivery of learning sessions 3.3 Confirm overall delivery arrangements with relevant personnel
4. Deliver and facilitate training sessions	4.1 Conduct each session according to the session plan, modified where appropriate to meet learner needs 4.2 Use the diversity of the group as another resource to support learning 4.3 Employ a range of delivery methods to optimise learner experiences 4.4 Demonstrate effective facilitation skills to ensure effective participation and group management
5. Support and monitor learning	5.1 Monitor, and document, learner progress to ensure outcomes are being achieved, and individual learner needs are being met 5.2 Make adjustments to the delivery sessions to reflect specific needs and circumstances 5.3 Manage inappropriate behaviour to ensure that learning can take place 5.4 Maintain and store learner records according to organisational requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 2.1, 3.1, 5.1	• Access, read and interpret documentation relevant to the learning context, including program documents, learning materials, policies and procedures relevant to the context
Writing	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 5.1, 5.2, 5.4	• Develops and maintains workplace documentation accurately and in response to required needs
Oral Communication	1.2, 1.3, 4.1, 4.3, 4.4	• Uses communication techniques to build rapport and explore requirements • Facilitates training in an appropriate style for both individuals and groups
Navigate the world of work	1.4, 5.4	• Recognises and follows organisational protocols, policies and procedures relevant to own role
Interact with others	1.4, 3.3, 4.4, 5.3	• Cooperates and collaborates with others as part of routine activities to achieve team results, and to confirm that outcomes meet requirements • Recognises inappropriate behaviours and the potential for conflict, and implements strategies to maintain an appropriate learning environment
Get the work done	1.1-1.4, 2.1-2.3, 3.1-3.3, 4.1-4.4, 5.1-5.4	• Organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes • Identifies and responds to problems and opportunities for improvement and considers options for different approaches • Uses information and communications technology (ICT) based tools to access, organise, analyse and display information relevant to role

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEDEL401 Plan, organise and deliver	TAEDEL401A Plan, organise and deliver	Updated to meet Standards	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
group-based learning	group-based learning	for Training Packages	

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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Assessment Requirements for TAEDEL401 Plan, organise and deliver group-based learning

Modification History

Release	Comments
Release 2	This was first released with *TAE Training and Education Training Package Release 2.1.* Minor update to Assessment Conditions.
Release 1	This version first released with *TAE Training and Education Training Package Release 2.0.*

Performance Evidence

The candidate must show evidence of the ability to complete the tasks outlined in the elements and performance criteria of this unit, including:

- facilitating group-based learning by preparing and delivering at least three training sessions, including:
  - at least two consecutive sessions of at least 40 minutes duration, that follow one of the learning program designs, to a learner group of at least eight individuals
  - at least one session delivered to a learner group of at least eight individuals, with evidence of how the characteristics and needs of this group were addressed
- identifying and responding to individual needs
- accessing and using documented resources, and any support personnel required to guide inclusive practices.
-

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- learning theories and principles
- resources available to identify different learner styles
- the relevant industry area and subject matter of the delivery
- the learner group profile, including characteristics and needs of individual learners in the group
- the requirements of the learning program and/or delivery plan, and the content purpose
- different delivery methods and techniques appropriate to face-to-face group delivery

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- different techniques for the recognition and resolution of inappropriate behaviours
- behaviours that may indicate learner difficulties, and the methods used to address these difficulties
- the purpose of organisational record-management systems and reporting requirements
- evaluation and revision techniques used to improve session plans
- specific resources, equipment and support services available for learners with special needs
- assessment and risk control measures relating to the facilitation of group-based learning
- policies and procedures relevant to the learning environment.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to learning program designs in use in the learning environment.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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TAEDEL402 Plan, organise and facilitate learning in the workplace

Modification History

Release	Comments
Release 2	This was first released with *TAE Training and Education Training Package Release 2.1*. Minor update to Assessment Conditions.
Release 1	This version first released with *TAE Training and Education Training Package Release 2.0.*

Application

This unit describes skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace, using real work activities as the basis for learning.

It applies to a person working as an entry-level trainer, teacher or facilitator or an employee, team leader or workplace supervisor responsible for guiding learning through work.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Delivery and facilitation

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish effective work environment for learning	1.1 Establish, and agree upon, the objectives and scope of the work-based learning 1.2 Analyse work practices and routines to determine their effectiveness in meeting established learning objectives

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Identify, and address any workplace health and safety (WHS) implications of using work as the basis for learning
2. Develop a work-based learning pathway	2.1 Address contractual requirements and responsibilities for learning at work 2.2 Arrange for the integration and monitoring of external learning activities with the work-based learning pathway 2.3 Obtain agreement from relevant personnel to implement the work-based learning pathway
3. Establish the learning-facilitation relationship	3.1 Identify the context for learning and the individual's learning style 3.2 Select an appropriate technique or process to facilitate learning, and explain the basis of the technique to the learner 3.3 Develop, document and discuss an individualised learning plan with the learner 3.4 Access, read and interpret documentation outlining the WHS responsibilities of the various parties in the learning environment 3.5 Monitor supervisory arrangements appropriate to learner's levels of knowledge, skill and experience to provide support and encouragement and ensure learner's health and safety
4. Implement the work-based learning pathway	4.1 Explain the objectives of work-based learning, and the processes involved, to the learner 4.2 Sequence the introduction of workplace tasks, activities and processes to reflect the agreed work-based learning pathway 4.3 Encourage learner to take responsibility for learning and to self-reflect 4.4 Develop techniques that facilitate the learner's transfer of skills and knowledge
5. Maintain and develop the learning-facilitation relationship	5.1 Prepare for each session 5.2 Structure learning activities to support and reinforce new learning, build on strengths, and identify areas for further development 5.3 Observe learner cues, and change approaches where necessary, in order to maintain momentum 5.4 Practise ethical behaviour at all times 5.5 Monitor the effectiveness of the learning/facilitation relationship through regular meetings between the parties

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ELEMENT	PERFORMANCE CRITERIA
6. Close and evaluate the learning-facilitation relationship	6.1 Carry out the closure smoothly, using appropriate interpersonal and communication skills 6.2 Seek feedback from the learner on the outcomes achieved, and the value of the relationship 6.3 Evaluate effectiveness of the work-based pathway against the objectives, processes and techniques used 6.4 Recommend improvements to work-based practice in light of the review process

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	1.2, 1.3, 2.1, 3.1, 3.4, 3.5, 6.3	• Accesses and interprets compliance information, contractual information, WHS information, and documents relevant to learning in the workplace, in the context of consultation and continuous improvement, to apply relevance to requirements
Writing	1.1, 2.3, 3.3, 4.1, 6.3	• Develops and maintains documentation relevant to workplace learning, including learning plans and evaluations, in accordance with organisational and workplace requirements
Oral Communication	2.2, 3.3, 4.2, 5.5, 6.1	• Uses oral communication techniques to identify needs, build rapport, agree on learning plans, facilitate effective learning and monitor practice • Selects appropriate vocabulary adjusting language, tone and pace to maintain effective interactions, and to build and maintain engagement with individuals or groups
Navigate the world of work	1.3, 2.1, 5.4	• Follows organisational protocols, policies and procedures in the management of records • Recognises and responds to contractual and ethical requirements associated with own role
Interact with others	1.1, 2.3, 3.5, 4.3, 6.2	• Asks questions to clarify understanding, and seeks feedback and further information • Cooperates and collaborates with others as part of

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		routine activities to achieve team results, and to confirm outcomes meet requirements
Get the work done	1.1-1.3, 2.1-2.3, 3.1-3.5, 4.1-4.4, 5.1-5.3, 5.5, 6.1-6.3	• Organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes • Uses systematic, analytical processes in complex, routine and non-routine situations, gathering information, and identifying and evaluating options based on organisational needs • Identifies and responds to problems and opportunities for improvement, considering options for different approaches • Uses information and communications technology (ICT) based tools to design work processes and to complete work tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
TAEDEL402 Plan, organise and facilitate learning in the workplace	TAEDEL402A Plan, organise and facilitate learning in the workplace	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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Assessment Requirements for TAEDEL402 Plan, organise and facilitate learning in the workplace

Modification History

Release	Comments
Release 2	This was first released with *TAE Training and Education Training Package Release 2.1*. Minor update to Assessment Conditions.
Release 1	This version first released with *TAE Training and Education Training Package Release 2.0.*

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- preparing and facilitating work-based learning
- providing a minimum of two examples of developing work-based learning pathways, that include:
  - identifying needs for learning
  - analysing work practices, work environment and work activities
  - organising and allocating work in a way that reflects learning needs, and provides effective learning opportunities through work processes
- conducting a learning facilitation relationship:
  - with at least two individuals
  - demonstrating communication skills and flexibility
  - demonstrating one or more of the processes, or techniques, identified.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- systems, processes and practices within the organisation where work-based learning is taking place
- systems for identifying skill needs within the workplace
- different learning styles, and how to encourage learning for those who learn in different ways

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- workplace health and safety (WHS) relating to the work role, including:
  - hazards relating to the industry and specific workplace
  - reporting requirements for hazards and incidents
  - specific procedures for work tasks
  - safe use and maintenance of relevant equipment
  - emergency procedures
  - sources of WHS information.
  -

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to any documentation relating to workplace procedures required by the candidate.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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TAEDES401 Design and develop learning programs

Modification History

Release	Comments
Release 2	This version first released with *TAE Training and Education Training Package Release 2.1.* Minor update to Assessment Conditions.
Release 1	This version first released with *TAE Training and Education Training Package Release 2.0.*

Application

This unit describes the skills and knowledge required to conceptualise, design, develop and review learning programs to meet an identified need for a group of learners. The unit addresses the skills and knowledge needed to identify the parameters of a learning program, determine its design, outline the content, and review its effectiveness.

It applies to trainers or facilitators who work under limited supervision to design, or develop, learning programs that are discrete, and provide a planned learning approach that relates to specific learning and training needs, or part of the learning design for a qualification.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning design

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Define the parameters	1.1 Clarify the purpose and type of learning program with key

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ELEMENT	PERFORMANCE CRITERIA
of the learning program	stakeholders 1.2 Access and confirm the competency standards, and other training specifications, on which to base the learning program 1.3 Identify language, literacy and numeracy requirements of the program 1.4 Identify and consider characteristics of the target learner group
2. Work within the VET policy framework	2.1 Access relevant vocational education and training (VET) policies and frameworks, and apply to work practices 2.2 Identify changes to training packages and accredited courses, and apply these to program development 2.3 Conduct work according to organisational quality assurance policies and procedures
3. Develop program content	3.1 Research, develop and document specific subject matter content, according to agreed design options 3.2 Evaluate existing learning resources for content relevance and quality 3.3 Specify assessment requirements of the learning program
4. Design the structure of the learning program	4.1 Break the learning content into manageable segments, and document the timeframe for each segment 4.2 Determine and confirm delivery strategies, required assessment methods and tools 4.3 Document the complete learning program in line with organisational requirements 4.4 Review the complete program with key stakeholders, and adjust as required 4.5 Ensure a safe learning progression by analysing risks in the learning environment, and including a risk control plan

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

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Reading	1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.2, 4.4, 4.5	• Interprets specific information and instructions from a range of sources, to identify relevance to requirements
Writing	1.1, 3.1, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5	• Develops documents and content using the required format, accurate spelling, and grammar and terminology specific to the purpose and audience
Oral Communication	1.4	• Uses appropriate language, questioning and listening techniques to provide and elicit information, confirm understanding and explore others' views.
Numeracy	4.1	• Interprets familiar measurements relating to timeframes and compares against requirements
Navigate the world of work	4.3	• Follows organisational protocols, policies and procedures regarding program documentation
Interact with others	1.1, 1.2, 4.2, 4.4	• Recognises the importance of consultation and negotiation while collaborating to confirm strategy and achieve required outcomes
Get the work done	1.1-1.4, 2.1-2.3, 3.1-3.3, 4.1-4.5	• Organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes • Identifies and responds to potential risks, considering options for different approaches • Uses information and communications technology (ICT) based tools to conduct research, design work processes, and to complete work tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
TAEDES401 Design and develop learning programs	TAEDES401A Design and develop learning programs	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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Assessment Requirements for TAEDES401 Design and develop learning programs

Modification History

Release	Comments
Release 2	This version first released with *TAE Training and Education Training Package Release 2.1.* Minor update to Assessment Conditions.
Release 1	This version first released with *TAE Training and Education Training Package Release 2.0.*

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- designing, developing and reviewing learning programs within the vocational education and training (VET) context
- preparing and developing a minimum of two learning programs:
- that contain differentiated learning program designs to reflect particular needs, contexts and timelines

at least one of which must be based on competency standards or accredited courses, and must cover at least one entire unit of competency or accredited course module.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- information about training package developers and course accreditation agencies responsible for specific learning program parameters
- training packages and relevant competency standards to be used as the basis of the learning program
- other performance standards and criteria to be used as the basis of the learning program, where relevant
- the distinction and relationship between a training package/accredited course, learning strategy and learning program
- the different purposes and focus of learning programs

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- instructional design principles relating to different design options for learning program design and structure
- availability and types of different relevant learning resources, learning materials, and pre-developed learning activities
- methodologies relating to developing and documenting new learning activities, and related learning materials
- different delivery modes and methods
- relevant policies, legal requirements, codes of practice and national standards, including commonwealth and state or territory legislation, that may affect training and assessment in the VET sector
- describe relevant workplace health and safety (WHS) knowledge relating to the work role, and WHS considerations that need to be included in the learning program.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to competency standards or accredited courses relevant to the learning programs.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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TAEDES402 Use training packages and accredited courses to meet client needs

Modification History

Release	Comments
Release 2	This version first released with *TAE Training and Education Training Package Release 2.1*. Minor update to Assessment Conditions.
Release 1	This version first released with *TAE Training and Education Training Package Release 2.0.*

Application

This unit describes the skills and knowledge required to use training packages and accredited courses as tools to support industry, organisation and individual competency development needs.

It applies to individuals who are working in or with training and/or assessment organisations as an entry-level trainer, teacher, facilitator or assessor using a pre-defined training product, such as a training package or accredited course.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning design

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Select appropriate training package or	1.1 Confirm the training and/or assessment needs of the client 1.2 Identify and source training packages, qualifications and/or

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ELEMENT	PERFORMANCE CRITERIA
accredited course	accredited courses that could satisfy client needs 1.3 Use training products in line with vocational education and training (VET) sector requirements, and the training and assessment organisation's quality assurance policies and procedures
2. Analyse and interpret the qualifications framework	2.1 Read and interpret the qualification framework, and packaging rules of the identified qualification 2.2 Review and determine applicable licensing requirements and prerequisites 2.3 Determine suitable electives that meet client needs and job roles
3. Analyse and interpret units of competency and accredited modules	3.1 Select skill set, individual unit or accredited module to meet client needs and document reasons for selection 3.2 Read, analyse and interpret all parts of each selected unit, or accredited module, for application to client needs 3.3 Analyse links between the units, and/or accredited modules, to develop effective applications for the client
4. Contextualise units and modules for client applications	4.1 Use information from the client to contextualise units, or accredited modules, to meet client needs 4.2 Use advice on contextualisation produced by the training package developer or course developer to meet client needs
5. Analyse and interpret assessment information	5.1 Read and analyse the assessment information of the relevant training package or accredited course 5.2 Provide appropriate advice to the client about assessment requirements

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, 2.1, 2.2, 2.3, 3.1, 3.2,	• Sources, analyses and interprets information, to identify relevance to client needs

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	3.3, 4.2, 5.1, 5.1	
Writing	3.3, 3.4, 4.1, 4.2, 5.1, 5.2	• Prepares information that incorporates the interpretation and analysis of information, using appropriate language in a format and style suited to the audience and context
Oral Communication	1.1, 4.1, 5.2	• Uses appropriate communication techniques to provide and elicit information, confirm understanding and communicate conclusions
Navigate the world of work	1.3	• Follows organisational protocols, policies and procedures regarding quality assurance
Interact with others	1.1	• Recognises the importance of consultation and negotiation to confirm client needs
Get the work done	1.1-1.3, 2.1-2.3, 3.1-3.4, 4.1, 4.2, 5.1, 5.2	• Organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes • Identifies and responds to problems and opportunities for improvement and innovation, and considers options for different approaches • Uses information and communications technology (ICT) based tools to conduct research, design work processes, and to complete work tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
TAEDES402 Use training packages and accredited courses to meet client needs	TAEDES402A Use training packages and accredited courses to meet client needs	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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Assessment Requirements for TAEDES402 Use training packages and accredited courses to meet client needs

Modification History

Release	Comments
Release 2	This version first released with *TAE Training and Education Training Package Release 2.1.* Minor update to Assessment Conditions.
Release 1	This version first released with *TAE Training and Education Training Package Release 2.0.*

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- analysing a training package and/or accredited course, to examine its component parts, identify relevant qualifications and units of competency or modules, and contextualise those to meets the specific needs of one client
- demonstrate a minimum of two examples of analysing training specifications, including at least one training package; the other may be another training package or an accredited course that meets a specific client need.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of the:

- Australian Qualifications Framework (AQF) guidelines, including characteristics of AQF qualification types
- functions and responsibilities of training package developers, and course accreditation agencies, and their roles as key vocational education and training (VET) organisations
- dimensions of competency
- format and structure of accredited courses
- format and structure of units of competency, and assessment requirements
- function of training packages and accredited curriculum as benchmarks in a competency-based VET training and assessment system

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- methodology relating to analysing and using competency standards for a range of applications and purposes, to meet the needs of a diverse range of VET clients
- terminology used in training packages and accredited courses
- parts of training packages that can be contextualised and parts that cannot
- Standards for Training Packages, including the role and purpose of each endorsed component
- non-endorsed components of training packages
- sources of training package information.
-

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to:

- training package components developed to meet the Standards for Training Packages, and those developed to meet the requirements of the Training Package Development Handbook.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

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TLIA2012 Pick and process orders

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 pick and process orders in accordance with relevant codes, regulations and workplace requirements within the transport and logistics industry.

It includes identifying workplace order picking processes, policies and procedures; picking and despatching orders; and recording stock levels.

Work is performed under some 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

A – Handling Cargo/Stock

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Identify workplace order picking processes, policies	1.1 Workplace procedures for order picking and related workplace documentation are interpreted
	1.2 Stock allocation and location systems are identified and

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	and procedures		located
		1.3	Appropriate manual handling equipment is selected in accordance with work health and safety (WHS)/occupational health and safety (OHS) regulations and workplace procedures
2	**Pick and despatch an order**	2.1	Work requirements are planned and appropriate equipment and documentation is assembled
		2.2	Warehouse zones where required products are stored, are identified and located
		2.3	Pick path is established
		2.4	Appropriate pallet/s for orders are selected and stacked to minimise stock damage and to maximise stability, as required
		2.5	Products are selected and consolidated
		2.6	Products/pallets are located in despatch areas
		2.7	Products are assembled to meet workplace schedules
		2.8	Orders are consolidated, secured, arranged and placed in storage zones in accordance with schedules
3	**Record stock levels**	3.1	Storage areas are checked and stocks are noted for replenishment in accordance with workplace procedures
		3.2	Workplace records are completed in accordance with workplace requirements

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.

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Unit Mapping Information

This unit replaces and is equivalent to TLIA2012A Pick and process orders.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLIA2012 Pick and process orders

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 precautions and required action to minimise, control or eliminate hazards that may exist when picking and processing orders
- applying relevant legislation and workplace procedures
- communicating and working effectively with others when picking and processing orders
- completing documentation related to picking and processing orders
- estimating the size, shape and special requirements of goods/loads
- identifying relevant stock and goods coding and labelling, including Australian Dangerous Goods (ADG) and International Maritime Dangerous Goods (IMDG) markings
- monitoring work activities in terms of planned schedule
- operating and adapting to differences in equipment in accordance with standard operating procedures
- reading, interpreting, and following instructions, procedures, signs and labels relevant to picking and processing orders
- selecting and using relevant equipment and communications technology when picking and processing orders
- selecting and using required personal protective equipment conforming to industry and work health and safety (WHS)/occupational health and safety (OHS) standards
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

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:

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- documentation and record requirements when picking and processing an order
- equipment used during picking and processing operations and the precautions and procedures to be followed in its use
- housekeeping standards and procedures
- operational work systems, equipment, management and site operating systems for picking and processing orders
- problems that may occur when picking and processing an order and appropriate action that can be taken to resolve these problems
- regulations relevant to picking and processing orders, including relevant bond, quarantine or other legislative requirements
- relevant WHS/OHS and environmental protection procedures and guidelines
- site layout and obstacles
- workplace procedures and policies for picking and processing orders.

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 other 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

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLIA3015 Complete receival/despatch documentation

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 complete receival/despatch documentation in accordance with relevant regulations and workplace requirements as part of work activities within the transport and logistics industry.

It includes analysing orders to identify work requirements to fill order, following workplace order documentation processes, and finalising documentation in accordance with workplace procedures and any relevant regulatory requirements.

Work is performed under some 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

A – Handling Cargo/Stock

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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essential outcomes.	demonstrate achievement of the element.
1 Analyse order to identify work requirements to fill order	1.1 Order request documentation is interpreted
	1.2 Product/s in order are noted and workplace location/s are identified
	1.3 Workplace and product knowledge are used to organise documentation
	1.4 Required schedules for order movement are identified and noted as required
	1.5 Special aspects of order such as dangerous/hazardous goods or temperature controlled goods are identified and information on required documentation procedures and relevant regulatory requirements is identified, accessed and interpreted
2 Follow workplace order documentation processes	2.1 Workplace procedures for order documentation are identified
	2.2 Workplace documentation is completed in accordance with workplace procedures and relevant regulatory requirements
3 Finalise documentation	3.1 Order is checked against schedule and order form
	3.2 Workplace records are completed, and labels and appropriate documentation are attached in accordance with workplace procedures and relevant regulatory requirements
	3.3 Special transportation requirements are identified and conveyed to appropriate personnel
	3.4 Required documentation for dangerous goods and hazardous materials is completed in accordance with relevant regulations and current Australian Dangerous Goods (ADG) Code, as required

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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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 TLIA3015A Complete receival/despatch documentation.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLIA3015 Complete receival/despatch documentation

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 effectively with others
- completing receival and despatch documentation
- estimating size, shape and special requirements of goods and loads
- identifying containers and goods coding, Australian Dangerous Goods (ADG) Code markings and emergency information panels
- monitoring work activities in terms of planned schedule
- reading and interpreting relevant instructions, procedures and labels
- selecting and using relevant computer, communications and office equipment
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

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:

- Australian and International Standards, codes and regulations relevant to completing receival/despatch documentation, including current ADG Code and relevant bond, quarantine or other legislative requirements
- documentation requirements for receiving and despatching goods
- focus of operation of work systems, equipment, management and site operating systems for receiving and despatching goods
- housekeeping standards and procedures
- problems that may occur when completing receival and despatch documentation and

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appropriate action that can be taken to resolve these problems
- relevant work health and safety (WHS)/occupational health and safety (OHS) and environmental protection procedures and guidelines
- site layout and obstacles
- specifications and standards for checking and inspecting received and despatched goods
- workplace procedures and policies for completing receival/despatch documentation.

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
- applicable documentation including workplace procedures, regulations, ADG Code, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLIA3016 Use inventory systems to organise stock control

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 use inventory systems to organise stock control in accordance with relevant regulations and workplace requirements, as part of work activities in the transport and logistics industry.

It includes identifying inventory and stock control systems in use in the workplace, using re-order procedures to maintain stock levels, organising cyclical stock counts and reporting discrepancies or variances.

Work is performed under some 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

A – Handling Cargo/Stock

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Identify inventory	1.1 Workplace inventory and stock control equipment, software

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	and stock control systems in use in the workplace		and systems are identified
		1.2	Reasons for common database approach to inventory records and documentation in the warehouse are explained
		1.3	Procedures for identifying and reporting discrepancies or variances are identified
2	**Use re-order procedures to maintain stock levels**	2.1	Stock level maintenance checking is conducted
		2.2	Stock is re-ordered to meet stock level maintenance requirements in accordance with workplace policies and procedures
		2.3	Data is accurately entered and extracted from the inventory/records system using appropriate workplace procedures
3	**Organise cyclical stock counts and report discrepancies or variances**	3.1	Process for cyclical stock count is planned and work is allocated to team members
		3.2	Clear directions on tasks to be performed are given
		3.3	Stocktake activities are conducted in accordance with workplace procedures
		3.4	Types and causes of record discrepancies are identified
		3.5	Procedures for noting and correcting minor discrepancies are used
		3.6	Major discrepancies are reported in accordance with workplace procedures
		3.7	Workplace documentation is completed
4	**Produce reports on record keeping and inventory functions**	4.1	Types of reports to be produced from inventory records systems are identified
		4.2	Reports are produced in accordance with workplace procedures and relevant regulatory requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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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 TLIA3016A Use inventory systems to organise stock control.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLIA3016 Use inventory systems to organise stock control

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 effectively with others
- modifying activities depending on operational contingencies, risk situations and environments
- operating and adapting to differences in equipment in accordance with standard operating procedures
- reading, interpreting and following relevant instructions, procedures, information and signs
- reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with workplace procedures
- selecting and using relevant communications, computing and office equipment
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

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:

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- applications of different types of inventory systems and stock management approaches
- Australian codes and regulations relevant for organising stock control
- computer records and documentation requirements for stock control, including forms, checklists and inventory reports
- housekeeping standards and procedures
- operational inventory systems, equipment, management and site operating systems for controlling stock
- principles of operation and functions of inventory systems
- workplace procedures and policies for using inventory systems to organise stock control
- workplace processes for records management and producing inventory reports.

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
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLIA3018 Organise despatch operations

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 organise despatch operations in accordance with codes/regulations and workplace requirements in the transport and logistics industry.

It includes planning and organising despatch operations, organising the storage and despatch of stock, and completing all required documentation and records.

Work is performed under some 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

A – Handling Cargo/Stock

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Plan and organise despatch operations	1.1 Knowledge of product characteristics and workplace procedures are applied to stock analysis

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	1.2 Resources including manual handling equipment, employee competencies, storage areas and goods management equipment are identified to match product characteristics
	1.3 Deadlines are scheduled to meet order requirements
	1.4 Work processes are planned to meet deadlines
2 Organise the storage and despatch of stock	2.1 Employees, equipment and storage areas are allocated and supervised
	2.2 Individuals are informed of work requirements and deadlines
	2.3 Work processes are monitored to ensure that human resources and equipment are maintained at productive levels in accordance with workplace procedures and work health and safety (WHS)/occupational health and safety (OHS) requirements
	2.4 Stock discrepancies are noted and reported in accordance with company procedures
3 Complete documentation	3.1 Required despatch documentation and records are confirmed
	3.2 Required despatch documentation and records are completed clearly and proofread
	3.3 Required despatch documentation and records are processed 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.

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Unit Mapping Information

This unit replaces and is equivalent to TLIA3018A Organise despatch operations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLIA3018 Organise despatch operations

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
- estimating size, shape and special requirements of goods and loads
- identifying relevant stock and goods coding and labelling, including Australian Dangerous Goods (ADG) Code and International Maritime Dangerous Goods (IMDG) Code markings
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring work activities in terms of planned schedule
- operating and adapting to differences in equipment in accordance with operating procedures
- reading, interpreting and following relevant instructions, procedures, information and signs
- reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with regulatory requirements and workplace procedures
- selecting and using relevant equipment and communications technology
- selecting and using required personal protective equipment conforming to industry and WHS/OHS standards.

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:

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- documentation and record requirements for despatch operations
- equipment used when organising despatch operations, and the precautions and procedures that should be followed in its use
- housekeeping standards and procedures
- operational work systems, equipment, management and site operating systems for organising despatch operations
- problems that may occur and appropriate action that can be taken to resolve these problems
- regulations relevant for organising despatch operations, including the ADG Code and relevant bond, quarantine or other legislative requirements
- relevant WHS/OHS and environmental protection procedures and guidelines
- site layout and obstacles
- workplace procedures and policies for organising despatch operations.

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
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLIA3038 Control and order stock

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 control and order stock for a workplace store in accordance with relevant codes of practice, regulations and workplace procedures.

It specifically covers maintaining stock levels and records, organising and administering stocktakes, identifying stock losses, processing stock orders and following up orders.

Work is performed under general supervision, with some accountability and responsibility for self and others in achieving prescribed outcomes.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

A – Handling Cargo/Stock

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Maintain stock levels	1.1 Stock levels are monitored and maintained at levels

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and records		prescribed by workplace specifications
	1.2	Stock security systems are monitored and adjusted as required
	1.3	Stock re-order cycles are maintained, monitored and adjusted as required
	1.4	Colleagues are informed about their individual responsibilities for recording stock
	1.5	Stock storage and movement records are maintained in accordance with workplace procedures
	1.6	Stock performance is monitored and fast/slow moving items are identified and reported in accordance with workplace procedures
2 Organise and administer stocktakes	2.1	Stocktakes are organised at the appropriate time and responsibilities are allocated to staff
	2.2	Accurate reports on stocktake data are produced within designated timelines
3 Identify stock losses	3.1	Losses are accurately identified, recorded and assessed against potential loss as forecast, on a regular basis
	3.2	Identified losses are reported in accordance with workplace procedures
	3.3	Avoidable losses are identified, reasons are established, and appropriate solutions are recommended and implemented to prevent future avoidable losses
4 Process stock orders	4.1	Orders for stock are accurately processed in accordance with workplace procedures
	4.2	Stock ordering and recording systems are accurately maintained
	4.3	Purchase and supply agreements are correctly used and appropriate details are recorded
	4.4	Negotiated purchase and supply agreements are recorded accurately and filed for retrieval
5 Follow up orders	5.1	Delivery process is monitored to meet agreed deadlines
	5.2	Appropriate liaison is undertaken with colleagues and suppliers to ensure continuity of supply

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	5.3 Routine supply problems are followed up or referred to the appropriate person in accordance with workplace policy
	5.4 Stock is distributed in accordance with agreed allocations
6 Complete documentation	6.1 Required records and documentation are confirmed
	6.2 Required records and documentation are completed clearly and proofread
	6.3 Required records and documentation are processed 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 TLIA3038A Control and order stock.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLIA3038 Control and order stock

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:

- adapting to differences in stock and systems in accordance with standard operating procedures
- applying relevant legislation and workplace procedures
- communicating and working effectively with others
- monitoring stock levels
- reading and interpreting relevant instructions, procedures and labels
- reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with regulatory requirements and workplace procedures
- selecting and using relevant communications and computing equipment.

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:

- contacts and sources of information and documentation needed when controlling and ordering stock
- customer service policies and procedures
- how to interpret workplace specifications and orders for supplies
- principles of stock control
- problems that may occur and appropriate action that can be taken to resolve these problems
- procedures for ordering stock
- protocols and procedures for liaising with supplier representatives, drivers and colleagues using appropriate technology
- relevant codes of practice and legislative requirements (for example dangerous goods regulations, health and hygiene regulations)

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- site layout
- stock control documentation and systems used in workplace stores
- stock security systems
- systems for completing relevant records and documentation.

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
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLIC2002 Drive light rigid vehicle

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 drive a light rigid vehicle safely, in accordance with relevant state/territory roads and traffic authority licence requirements and regulations for light rigid vehicles.

It includes systematic and efficient control of all vehicle functions, monitoring traffic and road conditions, managing vehicle condition and performance, and effectively managing hazardous situations.

Driving is performed with limited or minimum supervision, and with limited accountability and responsibility for self and others in achieving the prescribed outcomes.

Driving involves the application of routine vehicle driving principles and procedures to maintain the safety and operation of a commercial light rigid vehicle across a variety of driving contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

C – Vehicle Operation

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Drive light rigid vehicle	1.1 Light rigid vehicle is started, steered, manoeuvred, positioned and stopped in accordance with traffic regulations and manufacturer instructions
	1.2 Engine power is managed to ensure efficiency and performance and to minimise engine and transmission damage
	1.3 Driving hazards are identified and/or anticipated and avoided or controlled through defensive driving
	1.4 Light rigid vehicle is driven in reverse, maintaining visibility and achieving accurate positioning
	1.5 Light rigid vehicle is parked, shut down and secured in accordance with manufacturer specifications, traffic regulations and workplace procedures
	1.6 Appropriate procedures are followed in a driving emergency
2 Monitor traffic and road conditions	2.1 Most efficient route of travel is taken by monitoring and anticipating traffic flows and conditions, road standards and other factors likely to cause delays or route deviations
	2.2 Traffic and road conditions are constantly monitored and acted on to enable safe operation and to ensure no injury to people or damage to property, equipment, loads and facilities
3 Monitor and maintain vehicle performance	3.1 Vehicle performance is maintained through vehicle pre-operational inspections and checks
	3.2 Performance and efficiency of vehicle operation is monitored during use
	3.3 Defective or irregular performance or malfunctions are reported to appropriate authority
	3.4 Vehicle records are maintained/updated and information is processed in accordance with workplace procedures

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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 TLIC2002A Drive light rigid vehicle.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLIC2002 Drive light rigid vehicle

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 precautions and required action to minimise, control or eliminate identified hazards
- carrying out pre-operational checks on vehicle
- completing relevant documentation
- demonstrating low-risk driving behaviours
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring and anticipating traffic hazards and taking appropriate action
- reading and interpreting relevant instructions, procedures, information and signs
- reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with regulatory requirements and workplace procedures.

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:

- causes and effects of fatigue on drivers
- differences between transmission types
- driving hazards and related defensive driving techniques
- efficient driving techniques
- engine power management and safe driving strategies
- factors that increase fatigue-related accidents
- factors that may cause traffic delays and diversions and related action that can be taken
- fatigue management strategies including on-road techniques
- lifestyles that promote effective long-term fatigue management

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- light rigid vehicle controls, instruments and indicators and their use
- light rigid vehicle handling procedures
- map reading and road navigation techniques including using a global positioning system (GPS) device as required
- pre-operational checks carried out on vehicle and related action
- principles of stress management when driving a vehicle
- procedures to be followed in a driving emergency
- relevant state/territory road traffic authority road rules, regulations, permit and licence requirements
- relevant work health and safety (WHS)/occupational health and safety (OHS) and environmental procedures and regulations
- workplace driving and operational instructions.

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.

Assessment of this unit may be undertaken within a licensing examination conducted by, or under the authority of, the relevant state/territory road traffic authority.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

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TLIC3003 Drive medium rigid vehicle

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 drive a medium rigid vehicle safely in accordance with the licence requirements and regulations of the relevant state/territory roads and traffic authority pertaining to medium rigid vehicles.

It includes systematically and efficiently controlling vehicle functions, monitoring traffic and road conditions, managing vehicle condition and performance, and effectively managing hazardous situations.

Types of vehicles include all medium rigid vehicles, for example any 2-axle rigid vehicle, including trucks and buses greater than 8 tonnes gross vehicle mass (GVM).

Driving is performed with limited or minimum supervision, within duty of care responsibility for self and others in achieving the prescribed outcomes.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

C – Vehicle Operation

Unit Sector

Not applicable.

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Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Drive medium rigid vehicle	1.1 Medium rigid vehicle is started, steered, manoeuvred, positioned and stopped in accordance with traffic regulations and manufacturer instructions
	1.2 Engine power is managed to ensure efficiency and performance and to minimise engine and transmission damage
	1.3 Engine operation is maintained within manufacturer specified torque range and temperature, through effective transmission use
	1.4 Braking system of medium rigid vehicle is managed and operated to ensure effective control of vehicle under all conditions
	1.5 Driving hazards are identified and/or anticipated and avoided or controlled through defensive driving
	1.6 Medium rigid vehicle is driven in reverse, maintaining visibility and achieving accurate positioning
	1.7 Medium rigid vehicle is parked, shut down and secured in accordance with manufacturer specifications, traffic regulations and workplace procedures
	1.8 Appropriate procedures are followed in a driving emergency
2 Monitor traffic and road conditions	2.1 Most efficient travel route is taken through monitoring and anticipating traffic flows and conditions, road standards and other factors likely to cause delays or route deviations
	2.2 Traffic and road conditions are constantly monitored and acted on to enable safe operation and to ensure no injury to people or damage to property, equipment, loads and facilities
3 Monitor and maintain vehicle performance	3.1 Vehicle performance is maintained through pre-operational vehicle inspections and checks
	3.2 Performance and efficiency of vehicle operation is monitored during use
	3.3 Defective or irregular performance or malfunctions are reported to appropriate authority
	3.4 Vehicle records are maintained/updated and information is

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processed 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 TLIC3003A Drive medium rigid vehicle.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLIC3003 Drive medium rigid vehicle

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 precautions and required action to minimise, control or eliminate identified hazards
- carrying out pre-operational checks
- checking and replenishing fluids and carry out lubrication processes
- completing relevant documentation
- monitoring and anticipating traffic hazards and taking appropriate action
- monitoring equipment performance
- reading and interpreting relevant instructions, procedures, information and signs
- reporting and/or rectifying identified problems, faults or malfunctions, in accordance with regulatory requirements and workplace procedures.

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:

- causes and effects of fatigue on drivers
- differences between transmission types
- driving hazards and related defensive driving techniques
- efficient driving techniques
- engine power management and safe driving strategies
- factors that increase fatigue-related accidents
- factors that may cause traffic delays and diversions, and related action that can be taken by a driver
- fatigue management strategies including on-road techniques

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- lifestyles that promote effective long-term management of fatigue
- map reading and road navigation techniques including the use of a global positioning system (GPS) device
- medium rigid vehicle controls, instruments and indicators, and their use
- medium rigid vehicle handling procedures
- pre-operational checks carried out on vehicle and related action
- principles of operation of air brakes and procedures for their use
- principles of stress management when driving a vehicle
- procedures to be followed in a driving emergency
- relevant work health and safety (WHS)/occupational health and safety (OHS) and environmental procedures and regulations
- relevant state/territory road traffic authority road rules, regulations, permit and licence requirements
- workplace driving and operational instructions.

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.

Assessment of this unit may be undertaken within a licensing examination conducted by, or under the authority of, the relevant state/territory road traffic authority.

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.

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TLIC3004 Drive heavy rigid vehicle

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 drive a heavy rigid vehicle safely, in compliance with relevant state/territory roads and traffic authority licence requirements and regulations for heavy rigid vehicles.

It includes maintaining systematic and efficient control of all vehicle functions, monitoring traffic and road conditions, managing vehicle condition and performance, and effectively managing hazardous situations.

Driving is performed with limited or minimum supervision, and with duty of care responsibility for self and others in achieving the prescribed outcomes.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

C – Vehicle Operation

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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essential outcomes.	demonstrate achievement of the element.	
1 Drive heavy rigid vehicle	1.1	Heavy rigid vehicle is started, steered, manoeuvred, positioned and stopped in accordance with traffic regulations and manufacturer instructions
	1.2	Engine power is managed, to ensure efficiency and performance, and to minimise engine and gear damage
	1.3	Engine operation is maintained within manufacturer specified torque range and temperature, through effective gear selection and smooth transition in gear changes
	1.4	Heavy rigid vehicle braking system is managed and operated to ensure effective vehicle control under all conditions
	1.5	Driving hazards are identified and/or anticipated and avoided or controlled through defensive driving
	1.6	Heavy rigid vehicle is driven in reverse, maintaining visibility and achieving accurate positioning
	1.7	Heavy rigid vehicle is parked, shut down and secured in accordance with manufacturer specifications, traffic regulations and workplace procedures
	1.8	Over width and overweight permit applications are completed and submitted in accordance with relevant regulatory requirements as required
	1.9	Appropriate procedures are followed in a driving emergency
2 Monitor traffic and road conditions	2.1	Most efficient route of travel is taken by monitoring and anticipating traffic flows and conditions, road standards and other factors likely to cause delays or route deviations
	2.2	Traffic and road conditions are constantly monitored and acted on to enable safe operation and to ensure no injury to people or damage to property, equipment loads and facilities
3 Monitor and maintain vehicle performance	3.1	Vehicle performance is maintained through pre-operational inspections and vehicle checks
	3.2	Performance and efficiency of vehicle operation is monitored during use
	3.3	Defective or irregular performance or malfunctions are reported to appropriate authority
	3.4	Vehicle records are maintained/updated and information is

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processed 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 TLIC3004A Drive heavy rigid vehicle.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLIC3004 Drive heavy rigid vehicle

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 precautions and required action to minimise, control or eliminate identified hazards
- carrying out pre-operational checks
- completing relevant documentation
- demonstrating low-risk driving behaviours
- monitoring and anticipating traffic hazards and taking appropriate action
- monitoring performance of vehicle and its equipment, and taking appropriate action as required
- operating and adapting to differences in equipment in accordance with operating procedures
- reading and interpreting relevant instructions, procedures, information and signs
- reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with regulatory requirements and workplace procedures.

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:

- causes and effects of fatigue on drivers
- differences between transmission types
- driving hazards and related defensive driving techniques
- efficient driving techniques
- engine power management and safe driving strategies
- factors that increase fatigue-related accidents
- factors that may cause traffic delays and diversions, and related action that can be taken
- fatigue management strategies and on-road techniques
- heavy rigid vehicle controls, instruments and indicators, and their use

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- heavy rigid vehicle handling procedures
- lifestyles that promote the effective long-term fatigue management
- pre-operational checks carried out on heavy rigid vehicle and related action
- principles of operation of air brakes and procedures for their use
- principles of stress management when driving a vehicle
- procedures to be followed in a driving emergency
- relevant state/territory road traffic authority road rules, regulations, permit and licence requirements
- relevant work health and safety (WHS)/occupational health and safety (OHS) and environmental procedures and regulations
- workplace driving and operational instructions.

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.

Assessment of this unit may be undertaken within a licensing examination conducted by, or under the authority of, the relevant state/territory road traffic authority.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLIC3005 Drive heavy combination vehicle

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 drive a heavy combination vehicle safely.

It includes maintaining systematic and efficient control of all vehicle functions, monitoring traffic and road conditions, managing vehicle condition and performance, coupling and uncoupling a trailer, and effectively managing hazardous situations.

Driving must be carried out in accordance with relevant state/territory roads and traffic authority licence requirements and regulations for heavy combination vehicles.

Driving is performed with limited supervision, and duty of care responsibility for self and others in achieving the prescribed outcomes.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

C – Vehicle Operation

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.	
1 Drive heavy combination vehicle	1.1	Heavy combination vehicle is started, steered, manoeuvred, positioned and stopped in accordance with traffic regulations and manufacturer instructions
	1.2	Engine power is managed to ensure efficiency and performance, and to minimise engine and gear damage
	1.3	Engine operation is maintained within the manufacturer specified torque range and temperature, through effective gear selection and smooth transition in gear changes
	1.4	Heavy combination vehicle braking system is managed and operated to ensure effective vehicle control under all conditions
	1.5	Driving hazards are identified and/or anticipated and avoided or controlled through defensive driving
	1.6	Heavy combination vehicle is driven in reverse, maintaining visibility and achieving accurate positioning
	1.7	Heavy combination vehicle is parked, uncoupled, shut down and secured in accordance with manufacturer specifications, traffic regulations and workplace procedures
	1.8	Over width and overweight permit applications are completed and submitted in accordance with relevant regulatory requirements as required
	1.9	Appropriate signage and lights are checked for operational effectiveness and for conformity to prescribed traffic regulations
	1.10	Appropriate procedures are followed in a driving emergency
2 Monitor traffic and road conditions	2.1	Most efficient route of travel is taken by monitoring and anticipating traffic flows and conditions, road standards and other factors likely to cause delays or route deviations
	2.2	Traffic and road conditions are constantly monitored and acted on to enable safe operation and to ensure no injury to people or damage to property, equipment loads and facilities
3 Monitor and maintain vehicle	3.1	Vehicle performance is maintained through pre-operational inspections and vehicle checks

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performance	3.2	Prime mover and trailer are aligned and coupled in accordance with manufacturer instructions and workplace procedures
	3.3	Coupled vehicle is checked and tested to ensure it is correctly secured and to confirm it is fully operational
	3.4	Performance and efficiency of vehicle operation is monitored during use
	3.5	Defective or irregular performance or malfunctions are reported to appropriate authority
	3.6	Vehicle records are maintained/updated and information is processed 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 TLIC3005A Drive heavy combination vehicle.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLIC3005 Drive heavy combination vehicle

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 map reading and road navigation techniques
- applying precautions and required action to minimise, control or eliminate identified hazards
- checking and replenishing fluids and carrying out lubrication processes
- completing relevant documentation
- demonstrating low-risk driving behaviours
- monitoring and anticipating traffic hazards and taking appropriate action
- monitoring performance of vehicle, its trailers and its equipment, and taking appropriate action as required
- reading and interpreting relevant instructions, procedures, information and signs
- reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with regulatory requirements and workplace procedures.

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:

- causes and effects of fatigue on drivers
- differences between transmission types
- driving hazards and related defensive driving techniques
- efficient driving techniques
- engine power management and safe driving strategies
- factors that increase fatigue-related accidents
- factors that may cause traffic delays and diversions, and related action that can be taken
- fatigue management strategies including on-road techniques

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- heavy combination vehicle controls, instruments and indicators, and their use
- heavy combination vehicle handling procedures
- lifestyles that promote effective long-term fatigue management
- map reading and navigation of vehicle and related action
- pre-operational checks carried out on heavy combination vehicle and related action
- principles of operation of air brakes and procedures for their use
- principles of stress management when driving a vehicle
- procedures to be followed in a driving emergency
- relevant state/territory road traffic authority road rules, regulations, permit and licence requirements
- relevant work health and safety (WHS)/occupational health and safety (OHS) and environmental procedures and regulations
- workplace driving and operational instructions.

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.

Assessment of this unit may be undertaken within a licensing examination conducted, by or under the authority of, the relevant state/territory road traffic authority.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLIC3063 Operate vehicle carrying special loads

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 safely operate a vehicle carrying a special load in accordance with road traffic authority and other relevant government regulations and company policies, and to effectively manage hazardous situations.

It involves carrying out pre-operational checks, driving a vehicle carrying special loads, and applying routine vehicle driving principles and procedures to maintain the safety and operation of a commercial vehicle carrying a special load across a variety of driving contexts.

Driving must be carried out in accordance with relevant state/territory roads and traffic authority licence and permit requirements and regulations and specific regulatory and permit requirements for the special load being carried.

Driving is performed with limited supervision, and with duty of care responsibility for self and others in achieving the prescribed outcomes.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

C – Vehicle Operation

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Carry out pre-operational checks	1.1 Job hazards are identified and required action is taken to minimise, control or eliminate identified hazards
	1.2 Pre-operational checks for special purpose vehicle and associated ancillary equipment are carried out in accordance with manufacturer requirements, government regulations, and workplace policies and procedures
	1.3 Faults and defects identified during checks are repaired or reported in accordance with workplace procedures
2 Drive a vehicle carrying special loads	2.1 Vehicle is manoeuvred in accordance with regulations/permit requirements for vehicle class involved and load being carried
	2.2 Vehicles carrying explosives or dangerous goods are driven along designated routes in accordance with relevant codes, government regulations and workplace policies
	2.3 Load is transported and vehicle is manoeuvred in accordance with required precautions relating to load unusual/special characteristics and/or relevant government regulations for special load including the current Australian Dangerous Goods (ADG) Code and the current Australian Code for the Transport of Explosives by Road and Rail
	2.4 Signs, placards or indicators are fixed to vehicle as required
	2.5 Appropriate procedures are followed for load concerned in a driving emergency
	2.6 Documentation is completed and proofread in accordance with workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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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 TLIC3063A Operate vehicle carrying special loads.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLIC3063 Operate vehicle carrying special loads

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 precautions and required action to minimise, control or eliminate identified hazards
- applying relevant legislation and workplace procedures
- checking and replenishing fluids and carrying out lubrication processes
- communicating effectively with others
- completing relevant documentation
- interpreting and following operational instructions and prioritising work
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring and anticipating traffic hazards and taking appropriate action
- monitoring performance of vehicle, its equipment and load, and taking appropriate action as required
- operating and adapting to differences in equipment in accordance with operating procedures
- reading and interpreting relevant instructions, procedures, information and signs
- reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with regulatory requirements and workplace procedures
- servicing vehicle and its equipment in terms of maintenance schedule and operating procedures
- working collaboratively with others
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

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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:

- efficient driving techniques
- engine power management and safe driving strategies
- factors that increase fatigue-related accidents
- factors that may cause traffic delays and diversions and related action that can be taken by a driver
- fatigue management strategies including on-road techniques
- lifestyles that promote effective long-term fatigue management
- map reading and road navigation techniques
- pre-operational checks carried out on vehicle and related action
- procedures to be followed in a driving emergency
- relevant Australian regulations and codes of practice for handling and transporting dangerous goods and hazardous substances, including the current Australian Dangerous Goods (ADG) Code and the current Australian Code for the Transport of Explosives by Road and Rail
- relevant state/territory road traffic authority road rules, regulations, permit and licence requirements
- relevant work health and safety (WHS)/occupational health and safety (OHS) and environmental procedures and regulations
- vehicle controls, instruments and indicators, and their use
- workplace driving and operational instructions.

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.

Practical assessment must be in vehicles designed to carry special loads, for example concrete agitator, livestock transporter, armoured car, tanker, refrigerated vehicle, waste vehicle, fresh produce vehicle, car carrier, container carrier, recovery vehicle.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy

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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
- applicable documentation including workplace procedures, regulations, current ADG Code, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLIC4006 Drive multi-combination vehicle

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 drive a multi-combination vehicle safely, including maintaining systematic and efficient control of all vehicle functions, coupling and uncoupling dollies, monitoring traffic and road conditions, managing vehicle condition and performance and effectively managing hazardous situations.

Driving must be carried out in accordance with relevant state/territory roads and traffic authority licence requirements and regulations for multi-combination vehicles.

Driving is performed with limited supervision, and duty of care responsibility for self and others in achieving the prescribed outcomes.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

C – Vehicle Operation

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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essential outcomes.	demonstrate achievement of the element.
1 Drive multi-combination vehicle	1.1 Multi-combination vehicle is started, steered, manoeuvred, positioned and stopped in accordance with traffic regulations and manufacturer instructions
	1.2 Engine power is managed to ensure efficiency and performance, and to minimise engine and transmission damage
	1.3 Multi-combination vehicle braking system is managed and operated to ensure effective control of vehicle under all conditions
	1.4 Driving hazards are identified and/or anticipated and avoided or controlled through defensive driving
	1.5 Multi-combination vehicle is driven in reverse, maintaining visibility and achieving accurate positioning
	1.6 Multi-combination vehicle is parked, shut down, uncoupled and secured in accordance with manufacturer specifications, traffic regulations and workplace procedures
	1.7 Appropriate signage and lights are checked for operational effectiveness and for conformity to prescribed traffic regulations
	1.8 Appropriate procedures are followed in a driving emergency
2 Monitor traffic and road conditions	2.1 Most efficient and permissible route of travel is taken by monitoring and anticipating traffic flows and conditions, road standards and other factors likely to cause delays or route deviations
	2.2 Traffic and road conditions are constantly monitored and acted on to enable safe operation and to ensure no injury to people or damage to property, equipment, loads and facilities
3 Monitor and maintain vehicle performance	3.1 Vehicle performance is maintained through pre-operational inspections and vehicle checks
	3.2 Prime mover, dollies and trailer are aligned and coupled in proper sequence in accordance with manufacturer instructions and workplace procedures
	3.3 Coupled vehicle is checked and tested to ensure it is correctly secured and to confirm it is fully operational
	3.4 Performance and efficiency of vehicle operation is monitored

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during use

3.5 Defective or irregular performance or malfunctions are reported to appropriate authority

3.6 Vehicle records are maintained/updated and information is processed 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 TLIC4006A Drive multi-combination vehicle.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLIC4006 Drive multi-combination vehicle

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 precautions and required action to minimise, control or eliminate identified hazards
- checking and replenishing fluids and carrying out lubrication processes
- completing relevant documentation
- monitoring and anticipating traffic hazards and taking appropriate action
- monitoring performance of vehicle, its trailers and its equipment and taking appropriate action as required
- operating and adapting to differences in equipment in accordance with standard operating procedures
- reading and interpreting relevant instructions, procedures, information and signs
- reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with regulatory requirements and workplace procedures.

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:

- causes and effects of fatigue on drivers
- differences between transmission types
- driving hazards and related defensive driving techniques
- efficient driving techniques
- engine power management and safe driving strategies
- factors that increase fatigue-related accidents
- factors that may cause traffic delays and diversions and related action that can be taken
- fatigue management strategies including on-road techniques

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- lifestyles that promote effective long-term fatigue management
- map reading and road navigation techniques
- multi-combination vehicle controls, instruments and indicators, and their use
- multi-combination vehicle handling procedures
- pre-operational checks carried out on multi-combination vehicle and related action
- principles of operation of air brakes and procedures for their use
- principles of stress management when driving a vehicle
- relevant work health and safety (WHS)/occupational health and safety (OHS) and environmental procedures and regulations
- relevant state/territory road traffic authority road rules, regulations, permit and licence requirements
- workplace driving and operational instructions.

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.

Assessment of this unit may be undertaken within a licensing examination conducted by, or under the authority of, the relevant state/territory road traffic authority.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

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Links

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TLID0001 Load and unload vehicles carrying special loads

Modification History

Release 1. This is 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 load and unload vehicles carrying special loads, in accordance with relevant state/territory roads and traffic authority licence and permit requirements and regulations, as well as specific code, regulatory and permit requirements.

It includes loading and unloading special loads onto and from a vehicle, securing and protecting vehicle and load, and completing all required documentation.

Work is performed under some 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

D – Load Handling

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Load and unload vehicle	**1.1** Load characteristics are identified and taken into account when determining appropriate loading and unloading procedures
	1.2 Hazardous and specialised cargo including powders,

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			raw grain product and controlled waste are identified and handled in accordance with required workplace procedures, work health and safety (WHS)/occupational health and safety (OHS)/occupational safety and health (OSH) and regulated requirements
		1.3	Vehicle is loaded in consultation with relevant documentation and personnel in accordance with vehicle loading regulations and workplace safety requirements
		1.4	Lifting aids and appliances are selected and used to aid loading procedures in accordance with workplace procedures and safety legislation
		1.5	Vehicle is unloaded or partially unloaded in a safe and efficient manner taking into account suitable locations, stowage, safe use of equipment and balance of remaining load
		1.6	Ancillary equipment is operated in accordance with workplace procedures and manufacturer instructions during loading and unloading operations
2	**Secure and protect vehicle and load**	**2.1**	Vehicle load is secured using correct load restraint and protection equipment for different loads, vehicles and carriage conditions
		2.2	Load is protected in accordance with legal and workplace safety requirements
		2.3	Load distribution is checked to ensure it is even, legal and within vehicle safe working capacity
		2.4	Loaded vehicle is inspected and checked for security to travel
3	**Complete documentation**	**3.1**	Documentation is completed and proofread in accordance with workplace procedures
		3.2	All required cargo transportation documentation is completed in accordance with workplace requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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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 TLID3014 Load and unload vehicles carrying special loads.

Links

Companion Volume Implementation Guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLID0001 Load and unload vehicles carrying special loads

Modification History

Release 1. This is 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 precautions and required action to minimise, control or eliminate identified hazards
- applying relevant legislation and workplace procedures
- applying techniques for load security
- communicating and working collaboratively effectively with others when loading and unloading special loads
- completing relevant documentation
- estimating size, shape and special requirements of loads
- identifying and correctly using load handling equipment when loading and unloading hazardous cargo and specialised cargo including:
  - powders
  - raw grain product
  - controlled waste
- identifying and interpreting containers and goods coding, International Maritime Dangerous Goods (IMDG) Code markings and emergency information panels
- interpreting and following operational instructions and prioritising work
- loading and unloading a load safely
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring work activities in terms of relevant documentation
- operating and adapting to differences in equipment in accordance with operating procedures
- reading and interpreting relevant instructions, procedures, information and signs
- selecting and using required personal protective equipment and conforming to industry and work health safety (WHS)/occupational health and safety (OHS)/occupational safety and health (OSH) standards
- using manual handling techniques safely

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of

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the requirements of the elements and performance criteria and include knowledge of:

- characteristics of special loads including:
  - powders
  - raw grain product
  - controlled waste
- containers and goods coding, IMDG Code markings and emergency information panels, including their meaning and implications for loading and unloading processes
- housekeeping standards and procedures
- methods for securing special loads
- national Load Restraint Guide (LRG)
- relevant state/territory mass and loading regulations for special loads, including current Australian Dangerous Goods (ADG) Code and Australian Code for the Transport of Explosives by Road and Rail
- risks and hazards when loading and unloading special loads, and related precautions to control the risk
- site layout considerations and obstacles to unloading operations
- WHS/OHS/OSH procedures and guidelines for lifting and moving loads
- workplace procedures and policies for loading and unloading vehicles designed to carry special loads.

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
- applicable documentation including workplace procedures, regulations, national LRG, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

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TLID1001 Shift materials safely using manual handling methods

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 shift loads safely using manual handling methods. Work must be carried out in compliance with the relevant work health and safety (WHS)/occupational health and safety (OHS) regulations concerning the manual handling and movement of loads.

It includes assessing the risks associated with relocating the load, planning the relocation process and carrying out the relocation in accordance with the plan.

Work is performed under some 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

D – Load Handling

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Assess risks associated with	1.1 Products, goods or materials to be relocated are identified and assessed to determine appropriate relocation method

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relocating load	1.2	Storage locations are determined and potential routes to be followed are identified
	1.3	Effect of load relocation on original load base is predicted
	1.4	Points of balance are estimated
	1.5	Required clearances are compared to available space and adjustments are made to moving loads to reflect required clearance
	1.6	Effects of moving contents, which may be loose, liquid, dangerous or hazardous, are considered
	1.7	Risks in potential routes are considered
	1.8	Risks to self are identified arising from the required lifting, load carrying, set down or movement of the goods
	1.9	Manual handling procedures for lifting, lowering and carrying, pushing and pulling are identified
	1.10	Team lifting processes are considered when moving loads
	1.11	Appropriate personal protective equipment is determined
	1.12	Size to weight ratio of items to be manually handled are identified
2 Plan load relocation	2.1	Relocation of the load is planned, consistent with the code of practice for manual handling and in accordance with the risk assessment
	2.2	Process for relocating load is proposed including predicting and planning for potential difficulties
	2.3	Proposed process is checked for compliance with code of practice and workplace procedures
3 Relocate load	3.1	Actions for lifting, lowering and carrying, pulling and pushing a load are in accordance with workplace procedures and WHS/OHS requirements
	3.2	Applications appropriate for team relocation of load are identified
	3.3	Team lifting tasks are coordinated
	3.4	Planned process and route are followed

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3.5 Relocated materials are set down without damage to goods, personnel or equipment and are checked for stability

3.6 Relocation is checked to see it meets work requirements and variance/s are reported

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 TLID1001A Shift materials safely using manual handling methods.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLID1001 Shift materials safely using manual handling methods

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 precautions and required action to minimise, control or eliminate risks that may exist when manually lifting and handling materials and goods
- applying relevant legislation and workplace procedures
- communicating effectively with others when manually lifting and handling materials and goods
- implementing contingency plans when manually lifting and handling, materials and goods
- interpreting and following operational instructions and prioritising work
- interpreting manual handling risks
- modifying activities depending on operational contingencies, risk situations and environments
- operating and adapting to differences in loads and materials in accordance with standard operating procedures
- reading and interpreting instructions, procedures and information relevant to the manual lifting and handling of materials and goods
- selecting and using required personal protective equipment conforming to industry and work health and safety (WHS)/occupational health and safety (OHS) standards
- using correct manual handling practices
- working collaboratively with others when manually lifting and handling materials and goods
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

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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:

- housekeeping standards and procedures
- relevant WHS/OHS procedures and guidelines concerning the manual lifting and movement of loads
- risks when manually lifting and handling materials and goods, and related precautions to control the risk, including:
- controlled actions on a movement during lifting
- distance over which load is to be shifted
- frequency of shifting operations
- load on the spine during lifting
- postures and positions during lifting
- rotation and side movement of the spine during lifting
- time allowed for shifting the load
- type, weight and position of the load
- work layout
- site layout and obstacles
- workplace procedures and policies for manual handling.

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 must include:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice

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and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLID2004 Load and unload goods/cargo

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 load and unload goods and cargo in accordance with relevant state/territory roads and traffic authority regulations/permit requirements.

It includes loading and unloading goods and cargo, securing and protecting a load and completing all required documentation.

Work is performed under general supervision 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

D – Load Handling

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Load and unload goods/cargo**	1.1 Load characteristics are identified and taken into account when determining appropriate loading and unloading workplace procedures
		1.2 Job hazards are identified and required action is taken to minimise, control or eliminate identified hazards
		1.3 Dangerous or hazardous goods are identified and handled in accordance with the current Australian Dangerous Goods (ADG) Code and other relevant regulations/permit requirements
		1.4 Load is packed/unpacked to make safe and effective use of available spaces
		1.5 Goods/cargo are loaded in accordance with relevant mass and loading regulations and workplace procedures
		1.6 Lifting aids and appliances are selected and used to aid loading procedures in accordance with workplace procedures and safety legislation
		1.7 Unloading activities are conducted in a safe and efficient manner taking into account suitable locations, stowage, safe use of equipment and balance of remaining load
		1.8 Goods requiring special handling and/or documentation are identified and workplace procedures are followed
		1.9 Relocated material is restacked appropriate for transport method, safe height, weight loading, size and crushability of goods
2	**Secure and protect load**	2.1 Load distribution is checked to ensure it is even, legal and within safe working capacity
		2.2 Load is checked to ensure dangerous goods and hazardous substances are appropriately segregated in accordance with current ADG Code
		2.3 Load is secured using correct load restraint and protection equipment for different loads, carrying and storage conditions
		2.4 Load is protected in accordance with legal and workplace safety requirements
3	**Complete**	3.1 Load is inspected and checked for security to travel, in accordance with relevant regulations/permit requirements

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documentation		and current ADG Code, as required
	3.2	All required goods documentation is completed in accordance with workplace requirements including current ADG Code, as required

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 TLID2004A Load and unload goods/cargo.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLID2004 Load and unload goods/cargo

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 required action to minimise, control or eliminate identified hazards
- completing relevant documentation
- estimating load size, shape and special requirements and taking appropriate action
- identifying containers and goods coding, Australian Dangerous Goods (ADG) and International Maritime Dangerous Goods (IMDG) Code markings and emergency information panels, and taking appropriate action
- implementing contingency plans
- interpreting and following operational instructions and prioritising work
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring work activities in terms of planned schedule
- operating and adapting to differences in cargo and equipment in accordance with operating procedures
- reporting and/or rectifying identified problems promptly, in accordance with regulatory requirements and workplace procedures
- reading and interpreting relevant instructions, procedures, information, signs and labels
- applying relevant legislation and workplace procedures
- selecting and using required personal protective equipment conforming to industry and work health safety (WHS)/occupational health and safety (OHS) standards
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

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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:

- chain of responsibility workplace procedures
- housekeeping workplace procedures
- national load restraint guidelines
- problems that may arise when loading and unloading goods and cargo and actions that should be taken to prevent or solve these problems
- relevant Australian and international regulations and codes of practice for handling and transporting dangerous goods and hazardous substances
- relevant Australian Standards and regulations including state/territory mass and loading regulations
- risks when loading and unloading goods/cargo and related precautions to control risk
- safe work methods for securing load
- security awareness requirements when loading and unloading vehicles and in particular recognising, isolating and reporting suspicious cargo and goods
- site layout and obstacles
- WHS/OHS procedures and guidelines concerning the lifting and movement of loads
- workplace procedures and policies for loading and unloading goods/cargo.

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
- applicable documentation including workplace procedures, regulations, national Load Restraint Guide (LRG), codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in

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industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLID2010 Operate a forklift

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 operate a forklift in compliance with the relevant state/territory authority licence requirements and regulations, in a variety of operational contexts.

It includes checking forklift condition, driving forklift to fulfil operational requirements, and monitoring and maintaining forklift performance and site conditions.

Assessment of this unit will usually be undertaken within a licensing examination conducted by, or under the authority of, the relevant state/territory work health and safety (WHS)/occupational health and safety (OHS) authority.

Operation of a forklift is performed under some 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

D – Load Handling

Unit Sector

Not applicable.

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Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Check forklift condition	1.1 Condition of forklift is checked for compliance with WHS/OHS and workplace requirements for warning devices, manufacturer specifications and nature of load shifting task
	1.2 Attachments are checked to ensure appropriate adjustment and operation
	1.3 Mirrors and seats are adjusted for safe operation by driver
	1.4 Logbooks are checked and appropriate workplace documentation is completed in accordance with workplace requirements
2 Drive forklift	2.1 Forklift is started, steered, manoeuvred, positioned and stopped in accordance with regulations and manufacturer instructions
	2.2 Engine power is managed to ensure efficiency and performance and to minimise engine and gear damage
	2.3 Operational hazards are identified and/or anticipated and avoided or controlled through defensive driving and appropriate hazard control techniques
	2.4 Forklift is driven in reverse, maintaining visibility and achieving accurate positioning
	2.5 Forklift is parked, shut down and secured in accordance with manufacturer specifications, regulations and workplace procedures
3 Operate forklift to handle loads	3.1 Lifting task to be undertaken is appropriately planned, and correct lifting truck and attachments are selected
	3.2 Load is lifted, carried, lowered and set down in accordance with WHS/OHS legislation, manufacturer specifications and company procedures
4 Monitor site conditions	4.1 Hazards and traffic flow are identified when selecting the most efficient route and appropriate adjustments are made
	4.2 Site conditions are assessed to enable safe operations and to ensure no injury to people or damage to property, equipment, loads or facilities occurs

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5 Monitor and maintain forklift performance	5.1 Performance and efficiency of vehicle operation is monitored during use
	5.2 Defective/irregular performance and malfunctions are reported to relevant personnel
	5.3 Forklift records are maintained/updated in accordance with workplace procedures and legislative requirements

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 TLID2010A Operate a forklift.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLID2010 Operate a forklift

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 precautions and required action to minimise, control or eliminate identified hazards
- applying relevant legislation and workplace procedures
- checking and replenishing fluids, and carrying out lubrication processes
- communicating and working effectively with others
- completing relevant documentation
- ensuring forklift and its equipment are maintained in terms of service schedule and standard operating procedures
- identifying points of balance and safe lifting positions on a range of loads when operating a forklift (including accessories)
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring performance of forklift and its equipment, and taking appropriate action as required
- monitoring and prioritising work activities in terms of planned schedule
- operating and adapting to differences in equipment in accordance with standard operating procedures
- operating electronic communications equipment to required protocol
- reading, interpreting and following relevant instructions, procedures, information and signs
- reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with regulatory requirements and workplace procedures
- selecting and using required personal protective equipment conforming to industry and WHS/OHS standards
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

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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:

- efficient driving techniques
- engine power management and safe operating strategies
- forklift controls, instruments and indicators, and their use
- forklift handling procedures
- high risk work licence requirements
- operating hazards and related defensive driving and hazard control techniques
- operational emergency procedures
- pre-operational checks carried out on forklift and related action
- principles of stress management when driving a forklift
- relevant duty of care requirements for operating a forklift
- relevant WHS/OHS and environmental procedures and regulations
- site layout and obstacles
- workplace operating procedures.

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.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLID2012 Operate specialised load shifting equipment

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 operate specialised load shifting equipment in accordance with codes, permits, workplace requirements and relevant regulatory requirements, as part of work undertaken in the stevedoring, transport, warehousing and logistics industries.

It includes planning work for current working conditions; using controls and equipment operating systems to manage moving the unit and accessory operations; locating load and identifying load characteristics; moving materials and loads; monitoring and operating controls; and stopping, parking and securing equipment after operation.

Safety checks and equipment tests are performed under limited supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

D – Load Handling

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Plan work for current working conditions	1.1 Job hazards are identified and required action is taken to minimise, control or eliminate identified hazards
	1.2 Traffic flow and work area conditions are constantly assessed and anticipated to ensure no injury to people, or damage to equipment, loads or facilities
	1.3 Load characteristics are taken into account to ensure appropriate attachments are used to transport load as required
	1.4 Safe working load (SWL) or working load limit (WLL) is calculated
	1.5 Occurrences in work area that affect safety and efficiency of operations are reported to appropriate personnel
2 Use controls and equipment operating systems to manage moving unit and accessory operations	2.1 Equipment is prepared and appropriate attachment is fitted
	2.2 Gear and operational levers are checked to ensure they are in neutral position prior to inserting ignition key and starting engine
	2.3 Engine is started in accordance with manufacturer guidelines to bring engine up to speed
	2.4 Instruments and gauges are monitored during start up and operations to ensure operation is within manufacturer specifications and workplace procedures
	2.5 Engine power is managed to ensure efficiency of equipment movement and economy of equipment operations
	2.6 Equipment operations are conducted in accordance with manufacturer specified torque range
	2.7 Faults or damage to equipment are immediately reported to appropriate personnel in accordance with workplace procedures
3 Locate load and identify load characteristics	3.1 Load is located and identified in accordance with workplace procedures
	3.2 Loading and unloading plans are followed to ensure efficiency and safety of operations
	3.3 Load characteristics are taken into account to ensure appropriate loading and unloading workplace procedures are

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			followed
		3.4	Hazardous goods are identified and relevant procedures are taken into account when planning and conducting work
		3.5	Load weight and dimensions are established within equipment capacity
4	**Move materials and loads**	4.1	Equipment is manoeuvred and positioned using smooth and controlled movements
		4.2	Manoeuvres are made within equipment limits and in accordance with manufacturer specifications
		4.3	Materials are moved ensuring no injury to personnel or damage to equipment or goods
5	**Monitor and operate controls**	5.1	Equipment controls are monitored and operated in accordance with manufacturer operating instructions
		5.2	Control systems are interpreted and acted on in accordance with statutory authority regulations, manufacturer guidelines and site workplace procedures
		5.3	Control faults are identified and reported in accordance with manufacturer instructions and workplace guidelines
6	**Stop, park and secure equipment**	6.1	Equipment is brought to a controlled halt in accordance with manufacturer guidelines
		6.2	Equipment is parked without injury to personnel or damage to equipment, loads or facilities in accordance with company procedures
		6.3	Equipment is secured on a flat, even surface, clear of doorways, aisles, access ways or blind corners in accordance with securing procedures for appropriate equipment
		6.4	Problems, faults or malfunctions are reported and/or rectified in accordance with regulatory requirements and workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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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 TLID2012A Operate specialised load shifting equipment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLID2012 Operate specialised load shifting equipment

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, performance criteria on at least one occasion and include:

- applying fatigue management knowledge and techniques
- applying precautions and required action to minimise, control or eliminate identified hazards
- applying relevant legislation and workplace procedures
- checking and replenishing fluids and carrying out lubrication processes during work activities
- communicating effectively with others
- completing relevant documentation
- implementing contingency plans
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring and prioritising work activities in terms of planned schedule
- monitoring performance of specialised load shifting equipment and taking appropriate action as required
- operating and adapting to differences in equipment in accordance with operating procedures
- operating electronic communications equipment to required protocol
- planning own working, predicting consequences and identifying improvements
- reading, interpreting and following relevant instructions, procedures, information and signs
- selecting and using relevant gear and accessories
- selecting and using required personal protective equipment conforming to industry and work health and safety (WHS)/occupational health and safety (OHS) standards
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

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Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements, performance criteria and include knowledge of:

- conveyed material potential for toxicity, reactiveness, material grade, type and purpose including information from relevant safety data sheets (SDSs)/material safety data sheets (MSDSs) and current Australian Dangerous Goods (ADG) Code documentation
- documentation, record requirements and housekeeping standards including:
  - relevant permit and licence requirements
  - site layout and obstacles
- operational safety requirements and precautions for specialised load shifting equipment concerned
- operational work systems, equipment, management and site operating systems for operating specialised load shifting equipment
- problems that may occur and appropriate action that can be taken to resolve these problems
- purpose, characteristics, capabilities, requirements and limitations of specialised load shifting equipment
- relevant regulations for operating specialised load shifting equipment, including current ADG Code and relevant bond, quarantine or other legislative requirements
- relevant WHS/OHS and environmental protection procedures and guidelines
- workplace procedures and policies for operating specialised load shifting equipment.

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
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

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- relevant materials, tools, equipment and personal protective equipment currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLID2013 Move materials mechanically using automated equipment

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 move materials mechanically using automated equipment such as automatic guided vehicles, tow motors, low level order pickers, conveyor systems and mechanised pallet movers.

It includes selecting appropriate mechanical moving equipment, moving materials/goods in accordance with operational requirements, checking condition of materials/goods and completing all required documentation.

Work must be carried out in compliance with relevant work health and safety (WHS)/occupational health and safety (OHS) regulations concerning moving materials mechanically using automated equipment.

Work is performed under limited or minimum supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

D – Load Handling

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Select load moving equipment	1.1 Mechanised handling equipment, route to be taken and procedures to be used are selected appropriate to goods characteristics
	1.2 Dangerous goods and hazardous materials are identified and handled in accordance with codes of practice, WHS/OHS requirements and workplace procedures
2 Move goods	2.1 Hazards are identified, risks are assessed and control measures are implemented
	2.2 Goods are moved using selected materials handling equipment in accordance with WHS/OHS regulations, manufacturer instructions and workplace procedures
	2.3 Problems moving goods and materials using automated equipment are identified and reported in accordance with workplace procedures
3 Check goods and complete documentation	3.1 Relocated goods are inspected for possible damage during transit/movement and appropriate action is taken
	3.2 Appropriate documentation is completed to track moved goods 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.

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Unit Mapping Information

This unit replaces and is equivalent to TLID2013A Move materials mechanically using automated equipment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLID2013 Move materials mechanically using automated equipment

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, performance criteria on at least one occasion and include:

- applying precautions and required action to minimise, control or eliminate identified hazards
- applying relevant legislation and workplace procedures
- checking and replenishing fluids and carrying out lubrication processes during work activities
- communicating effectively with others
- ensuring servicing of automated equipment in terms of maintenance schedule and standard operating procedures
- implementing contingency plans
- monitoring and prioritising work activities in terms of planned schedule
- monitoring performance of automated equipment and taking appropriate action as required
- operating and adapting to differences in equipment in accordance with operating procedures
- operating electronic communications equipment to required protocol
- reading, interpreting and following relevant instructions, procedures, information and signs
- reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with regulatory requirements and workplace procedures
- selecting and using required personal protective equipment conforming to industry and work health and safety (WHS)/occupational health and safety (OHS) standards
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements, performance criteria and include knowledge of:

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- housekeeping standards and procedures
- operational work systems, equipment, management and site operating systems for using automated equipment to move materials mechanically
- problems that may occur and appropriate action that can be taken to resolve these problems
- purpose, characteristics, capabilities, requirements and limitations of automated materials moving equipment
- relevant regulations, workplace procedures and policies for using automated equipment to move materials mechanically
- relevant WHS/OHS and environmental protection procedures and guidelines
- risks when using automated equipment to move materials and related precautions to control the risks
- site layout and obstacles.

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
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- automated equipment such as:
  - automatic guided vehicles
  - tow motors
  - low level order pickers
  - conveyor systems
  - mechanised pallet movers
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLID2047 Prepare cargo for transfer with slings

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 prepare cargo for the transfer with slings in accordance with workplace requirements and relevant regulatory requirements, within the transport and logistics industry.

It includes preparing for cargo transfer, calculating safe working load (SWL) or working load limit (WLL) of slings and loads, slinging and unslinging cargo, and strapping and unstrapping goods.

People achieving competence in this unit will need to fulfil the applicable state/territory legislated high risk work licence requirements and to comply with relevant codes of practice and/or guidelines.

Safety checks and equipment tests are performed under limited supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

D – Load Handling

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Prepare cargo transfer	1.1 Job hazards are identified and required action is taken to minimise, control or eliminate identified hazards
	1.2 Working area is prepared and maintained in accordance with national standards, safety codes and site operating procedures
	1.3 Unsafe work practices and/or faulty equipment is reported in accordance with enterprise procedures
	1.4 Correct protective equipment is identified and worn/used
2 Calculate safe working load or working load limit of slings and loads	2.1 SWL or WLL is calculated using standardised formulae for different types of lifting cables
	2.2 Lifting equipment is checked to determine SWL
	2.3 Slinging gear is checked for conformity with safety equipment
3 Sling and unsling cargo	3.1 Cargo is slung/unslung in accordance with national standards, safety codes and site operating procedures
	3.2 Correct securing devices are identified and used
	3.3 Load is steadied by tag lines as required
	3.4 Damaged cargo is identified and reported in accordance with enterprise procedures
	3.5 Slinging attachments are released from load ensuring no injury to personnel or damage to machinery or cargo
4 Strap and unstrap goods	4.1 Cargo is strapped and unstrapped in accordance with national standards, safety codes and site operating procedures
	4.2 Mechanical strapping equipment is used in accordance with manufacturer instructions
	4.3 Damaged cargo is identified and reported in accordance with enterprise reporting procedures
	4.4 Strapping arrangements are secured/released to/from load ensuring no injury to personnel or damage to machinery or

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cargo

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 TLID2047A Prepare cargo for transfer with slings.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLID2047 Prepare cargo for transfer with slings

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 precautions and required action to minimise, control or eliminate identified hazards
- applying relevant high risk work legislation and workplace procedures
- calculating safe working load (SWL) and working load limit (WLL)
- communicating and working effectively with others
- completing relevant documentation
- inspecting equipment prior to use
- implementing contingency plans
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring and prioritising work activities in terms of planned schedule
- operating and adapting to differences in equipment in accordance with workplace operating procedures
- planning own work, predicting consequences and identifying improvements
- reading, interpreting and following relevant instructions, procedures, information and signs
- reporting and/or rectifying identified problems promptly, in accordance with regulatory requirements and workplace procedures
- selecting and using relevant gear and equipment when preparing cargo for transfer with slings
- selecting and using required personal protective equipment conforming to industry and work health and safety (WHS)/occupational health and safety (OHS) standards
- using balance points and estimating weights in setting up loads to be shifted
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

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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:

- cargo potential for toxicity, reactiveness, material grade, type and purpose including information from relevant safety data sheets (SDSs)/material safety data sheets (MSDSs) and current Australian Dangerous Goods (ADG) Code documentation
- documentation and record requirements
- gear and equipment used when transferring cargo with slings, and precautions and procedures that should be followed in their use
- housekeeping standards and procedures
- operational work systems, equipment, management and site operating procedures for transferring cargo with slings
- problems that may occur when preparing cargo for transfer with slings and appropriate action that can be taken to resolve these problems
- relevant regulations for transferring cargo with slings, including current ADG Code and bond, quarantine and other high risk work legislative requirements
- relevant WHS/OHS and environmental protection procedures and guidelines
- requirements for SWL and WLL
- slings, dogging and rigging licence to perform high risk work requirements
- site layout and obstacles
- workplace procedures and policies for transferring cargo with slings.

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
- applicable documentation including workplace procedures, regulations, codes of practice and

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operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

Links

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TLID3011 Conduct specialised forklift operations

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 operate a forklift with specialised attachments or all-terrain equipment, in accordance with relevant state/territory high risk work licence requirements and regulations, in a variety of operational contexts.

It includes checking attachments and worksite for suitability, selecting type of forklift and accessories for required workplace task, shifting load and completing work in accordance with operational requirements.

Specialised operation of a forklift is performed under some supervision, generally within a team environment. It involves the application of equipment operation principles and procedures to maintain the safety and specialised operation of a forklift

A person who operates a forklift must hold a high risk work licence.

Pre-requisite Unit

Not applicable.

Competency Field

D – Load Handling

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Check attachments and worksite for suitability	1.1 Suitable work area is selected for operations
	1.2 Job hazards are identified and required action is taken to minimise, control or eliminate identified hazards
	1.3 Work area is checked for overhead obstructions and proximity to service delivery lines
	1.4 Barriers or warning signs are erected in areas subject to passing traffic
	1.5 Attachments and platforms are securely fixed to carriage or tines
	1.6 Personnel support platforms are inspected to ensure accordance with relevant Australian Standard/s
2 Select type of forklift and accessories for required workplace task	2.1 Special equipment, accessories or attachments are identified to match load characteristics and work requirements
	2.2 Appropriate specialised equipment is selected
	2.3 Existing attachments are removed and stored in accordance with workplace procedures
	2.4 Specialised equipment is fitted in accordance with manufacturer instructions and workplace procedures
	2.5 Designated staff are notified about specialist operations
3 Shift load and complete work	3.1 Equipment is operated within safe working limits and to maximise efficiency of operations
	3.2 Load is lifted, carried and set down in accordance with workplace and manufacturer procedures, and regulatory requirements
	3.3 Documentation is completed damage or faults to goods or equipment are reported to appropriate personnel
	3.4 Specialist equipment and forklift are returned to appropriate storage/parking area

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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 TLID3011A Conduct specialised forklift operations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLID3011 Conduct specialised forklift operations

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 precautions and required action to minimise, control or eliminate identified hazards
- checking and replenishing fluids and carrying out lubrication processes during work activities
- checking forklift compliance plate for safe weight limits
- communicating effectively with others
- completing relevant documentation
- identifying points of balance and safe lifting positions on a range of loads when operating a forklift (including accessories)
- implementing contingency plans
- interpreting and following operational instructions and prioritising work
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring equipment performance
- monitoring work activities in terms of planned schedule
- operating and adapting to differences in equipment in accordance with operating procedures
- reading and interpreting relevant instructions, procedures, information and signs
- reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with regulatory requirements and workplace procedures
- selecting and using required personal protective equipment conforming to industry and work health safety (WHS)/occupational health and safety (OHS) standards
- servicing equipment in terms of maintenance schedule and operating procedures
- working collaboratively with others
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

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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:

- efficient driving techniques
- engine power management and safe operating strategies
- forklift controls, instruments and indicators, and their use
- handling procedures for forklifts involved in specialised operations
- high risk work licence workplace requirements
- operating hazards, and related defensive driving and hazard control techniques
- pre-operational checks carried out on forklift and accessories, and related action
- procedures to be followed in an operational emergency
- relevant duty of care requirements for specialised operation of a forklift
- relevant WHS/OHS and environmental procedures and regulations
- safe weight limits
- site layout and obstacles
- types of forklift accessories and ancillary equipment, their purposes and procedures for their use
- workplace operating procedures.

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
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

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TLID3014 Load and unload vehicles carrying special loads

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 load and unload vehicles carrying special loads, in accordance with relevant state/territory roads and traffic authority licence and permit requirements and regulations, as well as specific code, regulatory and permit requirements.

It includes loading and unloading special loads onto and from a vehicle, securing and protecting vehicle and load, and completing all required documentation.

Work is performed under some 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

D – Load Handling

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1	**Load and unload vehicle**	1.1 Load characteristics are identified and taken into account when determining appropriate loading and unloading procedures
		1.2 Hazardous cargo is identified and handled in accordance with required workplace procedures for hazardous and dangerous cargo
		1.3 Vehicle is loaded in accordance with vehicle loading regulations and workplace safety requirements
		1.4 Lifting aids and appliances are selected and used to aid loading procedures in accordance with workplace procedures and safety legislation
		1.5 Vehicle is unloaded or partially unloaded in a safe and efficient manner taking into account suitable locations, stowage, safe use of equipment and balance of remaining load
		1.6 Ancillary equipment is operated in accordance with company procedures and manufacturer instructions during loading and unloading operations
2	**Secure and protect vehicle and load**	2.1 Vehicle load is secured using correct load restraint and protection equipment for different loads, vehicles and carriage conditions
		2.2 Load is protected in accordance with legal and workplace safety requirements
		2.3 Load distribution is checked to ensure it is even, legal and within vehicle safe working capacity
		2.4 Loaded vehicle is inspected and checked for security to travel
3	**Complete documentation**	3.1 Documentation is completed and proofread in accordance with workplace procedures
		3.2 All required cargo transportation documentation is completed in accordance with workplace requirements

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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 TLID3014A Load and unload vehicles carrying special loads.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLID3014 Load and unload vehicles carrying special loads

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 precautions and required action to minimise, control or eliminate identified hazards
- applying relevant legislation and workplace procedures
- applying techniques for load security
- communicating effectively with others
- completing relevant documentation
- estimating size, shape and special requirements of loads
- identifying and correctly using equipment required to load and unload various types of special loads
- identifying and interpreting containers and goods coding, International Maritime Dangerous Goods (IMDG) Code markings and emergency information panels
- interpreting and following operational instructions and prioritising work
- loading and unloading a load safely
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring work activities in terms of planned schedule
- operating and adapting to differences in equipment in accordance with operating procedures
- reading and interpreting relevant instructions, procedures, information and signs
- selecting and using required personal protective equipment and conforming to industry and work health safety (WHS)/occupational health and safety (OHS) standards
- using manual handling techniques safely
- working collaboratively with others
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

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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:

- characteristics of various types of special loads
- containers and goods coding, IMDG Code markings and emergency information panels, including their meaning and implications for loading and unloading processes
- housekeeping standards and procedures
- methods for securing various types of special loads
- national Load Restraint Guide (LRG)
- relevant state/territory mass and loading regulations for various types of special loads, including current Australian Dangerous Goods (ADG) Code and Australian Code for the Transport of Explosives by Road and Rail
- risks and hazards when loading and unloading various types of special loads, and related precautions to control the risk
- site layout and obstacles
- WHS/OHS procedures and guidelines for lifting and moving loads
- workplace procedures and policies for loading and unloading vehicles designed to carry special loads.

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
- applicable documentation including workplace procedures, regulations, national LRG, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

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TLID3033 Operate a vehicle-mounted loading crane

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 operate a vehicle-mounted loading crane to shift loads with a capacity of less than 10 metre tonnes.

It includes positioning and stabilising a vehicle-mounted crane, operating a vehicle-mounted crane, monitoring lift conditions, packing up a vehicle-mounted crane after operations, and completing all required job records.

Work must be carried out in accordance with the relevant state/territory authority licence/permit requirements and regulations pertaining to vehicle-mounted loading cranes.

Work is performed under general supervision. It involves the application of routine principles and procedures when operating a vehicle-mounted loading crane in a variety of operational contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

Not applicable.

Unit Sector

Not applicable.

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Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Position and stabilise vehicle-mounted crane	1.1 Crane is driven to position as specified in job plan to ensure safe operation in accordance with applicable Australian standards, codes of practice, manufacturer specifications, and relevant regulatory and local government requirements
	1.2 Barriers, fencing, temporary boundaries and signage are used as required to isolate working area in accordance with safe working practice and lift requirements
	1.3 Ground is checked to ensure it is firm enough to bear load to be taken
	1.4 Appropriate plates or packing are correctly used to adequately distribute load
	1.5 Outriggers and stabilisers are correctly deployed and positioned in accordance with manufacturer instructions, appropriate Australian standard and other relevant statutory regulations or local authority requirements
	1.6 Outrigger packing is checked for adequacy prior to and after load is taken
2 Operate vehicle-mounted crane	2.1 Planned hazard control strategies are implemented
	2.2 Required signals are correctly given, interpreted and followed in accordance with appropriate Australian standards
	2.3 Load mass is assessed and correlated with crane lifting capacity throughout proposed radii of operation
	2.4 Appropriate lifting gear is selected and load is secured
	2.5 Load is hoisted and lowered into position using crane movements in accordance with appropriate Australian standard
	2.6 Crane controls are operated smoothly
	2.7 Crane is shut down and secured during periods of non-operation in accordance with manufacturer specifications and workplace procedures
3 Monitor lift conditions	3.1 Load is constantly monitored to ensure load and structural stability

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	3.2 Conditions that may affect continuing stability of crane are identified and monitored
	3.3 Unplanned situations are responded to in accordance with workplace procedures in a manner that minimises risk to personnel and equipment
	3.4 Advice is sought from supervisor where there is doubt about correct response to unanticipated conditions or conflict with customer request
	3.5 Supervisor/allocator is advised of concerns about completing job within timeframe
	3.6 Shut-down procedures are implemented in an emergency in accordance with manufacturer instructions
	3.7 Relevant motion locks and brakes are applied
	3.8 Crane is shut down using correct sequence of procedures in accordance with manufacturer specifications and workplace procedures
	3.9 Routine post-operational equipment checks are carried out in accordance with manufacturer specifications
4 Pack up vehicle-mounted crane	4.1 All lifting equipment and crane components are checked for any signs of deterioration or damage in accordance with the appropriate Australian standard
	4.2 Damaged or worn equipment is segregated and reported to an authorised person for testing/repair/destruction
	4.3 Crane equipment is correctly stowed and secured in accordance with manufacturer instructions and the appropriate Australian standard
	4.4 Crane is immobilised and secured for travel in accordance with manufacturer instructions, workplace guidelines and regulatory requirements
5 Complete job records	5.1 Customer feedback is sought regarding satisfaction with completed job and areas of concern are reported in accordance with workplace procedures
	5.2 Customer signature is obtained on job completion documentation
	5.3 Required workplace records are updated accurately and promptly, and processed in accordance with workplace

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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 TLID3033A Operate a vehicle-mounted loading crane.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLID3033 Operate a vehicle-mounted loading crane

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 fatigue management knowledge and techniques
- applying precautions and required action to minimise, control or eliminate identified hazards
- checking and replenishing fluids, and carrying out lubrication processes
- communicating effectively with others
- completing relevant documentation
- interpreting and following operational instructions and prioritising work
- monitoring performance of crane and its equipment, and taking appropriate action as required
- operating and adapting to differences in equipment in accordance with standard operating procedures
- operating electronic communications equipment to required protocol
- reading and interpreting relevant instructions, procedures, information and signs
- reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with regulatory requirements and workplace procedures
- selecting and using required personal protective equipment conforming to industry and work health and safety (WHS)/occupational health and safety (OHS) standards.

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:

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- application of relevant agreements, codes of practice and other legislative requirements
- hazard management that is consistent with the principle of hierarchy of control with elimination, substitution, isolation and engineering control measures being selected before safe working practices and personal protective equipment
- high risk work licence requirements
- mobile crane applications, capacities, configurations, safety hazards and control mechanisms
- operational procedures for crane crews
- operational work procedures concerning setting up and rigging a mobile crane at a worksite
- operational work systems and equipment
- prioritising and multi-tasking work
- problems that may arise when operating a vehicle-mounted loading crane and actions that should be taken to prevent or solve these problems
- relevant WHS/OHS and environmental procedures and regulations
- relevant road rules, regulations, permit and licence requirements pertaining to mobile crane operation.

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.

Operate a vehicle-mounted loading crane with a capacity of less than 10 metre tonnes.

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.

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TLID3035 Operate a boom type elevating work platform

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 operate a boom type elevating work platform less than 11 metres boom length, in accordance with relevant state/territory licence/permit requirements and regulations, in a variety of operational contexts.

It includes inspecting and testing elevating work platform, assessing job and work requirements, planning work and setting up for lift, and carrying out elevation. It also includes implementing planned hazard controls and strategies, and packing up work platform after operations.

Work is performed with limited supervision, and with duty of care responsibility for self and others in achieving the prescribed outcomes.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

D – Load Handling

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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essential outcomes.	demonstrate achievement of the element.
1 Inspect and test elevating work platform	1.1 Work platform is visually inspected prior to operation for evidence of damage, structural weakness or interference in accordance with pre-operational safety check procedures
	1.2 Routine pre-operational equipment checks are carried out in accordance with available checklists
	1.3 Work platform logbook is checked, service requirements are noted and maintenance personnel are advised of requirements
	1.4 Elevating work platform is started in accordance with manufacturer guidelines and start-up procedures for operations, and abnormal noise or movement is reported to authorised person for corrective action
	1.5 Start-up checks are conducted in accordance with manufacturer specifications and company procedures to ensure work platform and equipment are operating correctly
	1.6 Faults are corrected or reported to authorised person for corrective action in accordance with company procedures
	1.7 Operating and emergency controls are checked for correct operation in accordance with manufacturer specifications, including use of emergency decent device
	1.8 Boom is lowered under simulated emergency conditions to check for operational effectiveness
	1.9 Gear and accessories are checked and damaged or worn gear is segregated and reported to authorised person for testing/repair/destruction
	1.10 Results of inspections are recorded and reported in accordance with company procedures
2 Assess job requirements and work	2.1 Briefing, handover details, authorisations and clearances are received, interpreted and clarified in accordance with company and site procedures, and legislative requirements
	2.2 Work area is inspected, potential hazards are identified and appropriate elimination or control measures are selected
	2.3 Weight of load including personnel and equipment, is correctly estimated to ensure job is within limits of work platform capacity

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3	**Plan work and set up for lift**	3.1 Work plan is developed and agreed with relevant workplace personnel, including hazard prevention/control measures, and safety and emergency procedures in line with applicable Australian Standards
		3.2 Suitable firm and level standing is chosen and prepared for location of elevating work platform
		3.3 Outriggers and stabilisers are correctly deployed and positioned in accordance with manufacturer instructions and appropriate Australian Standards
		3.4 Appropriate plates or packing are correctly used under footplates as required to adequately distribute loading
		3.5 Ground is checked before and after packing is installed to ensure it is firm enough to bear load
		3.6 Job plan is developed including hazard prevention/control measures and safety procedures in accordance with applicable Australian Standards and equipment manufacturer specifications
		3.7 Work platform load chart is located and information on permissible loads, radii and heights is taken into account in planning job
		3.8 Job requirements, and workplace rules and procedures are taken into account in job plan
		3.9 Job plan is discussed and confirmed with relevant personnel
		3.10 Work gear and tools are properly stowed in elevating work platform in accordance with Australian Standards, company procedures and guides
4	**Carry out elevation**	4.1 Configuration and operation of elevating work platform are checked as required to ensure safe lift
		4.2 Operation of work platform is carried out in accordance with job plan, appropriate Australian Standard and manufacturer specifications
5	**Implement planned hazard control strategies**	5.1 Load is constantly monitored to ensure safety of personnel, load and structural stability
		5.2 Unplanned situations are responded to in accordance with company procedures, in a manner that minimises risk to personnel and equipment

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	5.3	Required signals are correctly given, interpreted and followed in accordance with appropriate Australian Standards
6 Pack up work platform	6.1	Elevating work platform is shut down using correct sequence of procedures in accordance with manufacturer instructions
	6.2	Routine post-operational equipment checks are carried out in accordance with manufacturer instructions and available checklists, and defects are recorded and reported in accordance with company procedures
	6.3	Elevating work platform is dismantled in accordance with job plan, manufacturer instructions and relevant statutory regulations
	6.4	Outriggers and stabilisers are secured and stowed in accordance with manufacturer instructions
	6.5	Elevating work platform is correctly stowed and secured in accordance with manufacturer instructions and company 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 TLID3035A Operate a boom type elevating work platform.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLID3035 Operate a boom type elevating work platform

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 precautions and required action to minimise, control or eliminate identified hazards
- applying relevant legislation and workplace procedures
- communicating effectively with others
- completing relevant documentation
- identifying and correctly using equipment, processes and procedures
- implementing contingency plans
- interpreting and following operational instructions
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring performance of equipment
- monitoring work activities in terms of planned schedule
- operating and adapting to differences in equipment in accordance with workplace operating procedures
- planning own work, predicting consequences and identifying improvements
- reading and interpreting relevant instructions, procedures, regulations, codes of practice and manuals
- reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with regulatory requirements and workplace procedures
- selecting and using required personal protective equipment conforming to industry and work health and safety (WHS)/occupational health and safety (OHS) standards
- servicing equipment in terms of maintenance schedule and workplace operating procedures
- working collaboratively with others
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

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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:

- boom type elevating work platform applications, capacities, configurations, safety hazards and control mechanisms
- capability on boom type elevating work platform compliance plate
- operational work systems and equipment
- problems that may arise when operating a boom type elevating work platform and actions that should be taken to prevent or solve these problems
- relevant road rules, regulations, permit and licence requirements for boom type elevating work platform operation
- relevant WHS/OHS and environmental procedures and regulations
- risks and hazards involved in operating a boom type elevating work platform and associated action that can be taken to eliminate or minimise the risk/hazards concerned
- wind speed equipment capability (wind loading)
- workplace procedures for operating a boom type elevating work platform less than 11 metres boom length, at a worksite.

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
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLID3036 Lift and move load using a mobile crane

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 lift and move a load using a non-slewing mobile crane or a slewing mobile crane, in a variety of operational contexts.

It includes operating mobile crane to complete job requirements, monitoring lift conditions, implementing shut-down procedures, packing up crane after operations and completing all required job records.

People achieving competence in this unit will need to fulfil the applicable state/territory legislated high risk work licence requirements and to comply with relevant codes of practice and/or guidelines for mobile crane operations.

Work is performed with limited supervision and duty of care responsibility for self and others, in achieving the prescribed outcomes.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

D – Load Handling

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Operate mobile crane	1.1 Job hazards are identified and required action is taken to minimise, control or eliminate identified hazards
	1.2 In ascent and descent to/from crane, correct use is made of means provided, in accordance with relevant codes of practice and workplace procedures
	1.3 Required signals are correctly given, interpreted and followed in accordance with appropriate workplace procedures
	1.4 Boom is positioned to ensure load to be lifted is plumbed under hook
	1.5 Load is hoisted and lowered into position using crane movements, in accordance with appropriate workplace procedures
	1.6 Crane controls are operated smoothly
	1.7 Crane is shut down and secured during periods of non-operation, in accordance with manufacturer specifications and workplace procedures
2 Monitor lift conditions	2.1 Load is constantly monitored to ensure load and structural stability
	2.2 Conditions that may affect continuing stability of crane are identified and monitored
	2.3 Unplanned situations are responded to in accordance with workplace procedures in a manner that minimises risk to personnel and equipment
	2.4 Dogger is advised of new information that affects lift
	2.5 Necessary changes to job plan are discussed and confirmed with rest of crew
	2.6 Advice is sought from supervisor where there is doubt about correct response to unanticipated conditions, or conflict with customer request

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		2.7	Supervisor/allocator is advised of concerns about completing job within timeframe
3	**Implement shut-down procedures**	3.1	Relevant motion locks and brakes are applied
		3.2	Crane is shut down using correct sequence of procedures in accordance with manufacturer specifications and workplace procedures
		3.3	Routine post-operational equipment checks are carried out in accordance with manufacturer specifications
4	**Pack up crane**	4.1	Crane is de-rigged with other crane personnel in accordance with manufacturer instructions
		4.2	All lifting equipment and crane components are checked in consultation with crane personnel for signs of deterioration or damage in accordance with appropriate Australian Standard
		4.3	Damaged or worn equipment is segregated and reported to authorised person for testing/repair/destruction
		4.4	Crane and equipment are correctly stowed and secured in accordance with manufacturer instructions and appropriate Australian Standard
5	**Complete job records**	5.1	Customer feedback is sought about satisfaction with completed job, and areas of concern are reported in accordance with workplace procedures
		5.2	Customer signature on job completion documentation is obtained
		5.3	Required workplace records are updated accurately and promptly, and processed in accordance with workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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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 TLID3036A Lift and move load using a mobile crane.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLID3036 Lift and move load using a mobile crane

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 precautions and required action to minimise, control or eliminate identified hazards
- applying relevant high risk work legislation and workplace procedures
- applying risk assessment and management procedures
- calculating safe working load (SWL) and working load limit (WLL)
- communicating and working effectively with others
- completing relevant documentation
- effectively completing pre-operational checks, positioning, stabilising, set-up, post-operational checks of mobile crane
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring performance of equipment
- monitoring work activities in terms of planned schedule
- operating and adapting to differences in equipment in accordance with workplace operating procedures
- operating crane, including all functions to their maximum extension, in lifting and moving a load
- reading and interpreting relevant instructions, procedures, information and signs
- reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with regulatory requirements and workplace procedures
- servicing equipment in terms of maintenance schedule and standard operating procedures
- using load charts to determine crane limitations and/or required crane set-up
- using mathematical procedures to determine load weight and lifting equipment required for lift.

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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:

- communications systems used during a lift
- hazard management, using the principle of hierarchy of control
- high risk work licence requirements
- mobile crane applications, capacities, configurations, safety hazards and control mechanisms
- operational work systems and equipment
- problems that may occur during a lift, and associated action that can be taken to address these problems
- relevant road rules, regulations, permit and licence requirements for mobile crane operation
- relevant work health and safety (WHS)/occupational health and safety (OHS) and environmental procedures and regulations
- risks and hazards involved in mobile crane operations, and associated action that can be taken to eliminate or minimise the risk
- workplace procedures for operating a mobile crane at a worksite.

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
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- mobile crane, of the type currently used in industry
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLID3043 Shift loads using gantry equipment

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 shift loads using gantry equipment in accordance with relevant regulations and workplace requirements, as part of work activities in the transport and logistics industry.

It includes planning work for the prevailing working conditions, using controls and operating systems to manage the operation of equipment, and locating and identifying load characteristics. It also includes safely moving the load, monitoring controls and stopping, shutting down and securing equipment after the completion of operations.

Work is performed under some 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

D – Load Handling

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1 Plan work for the prevailing working conditions	1.1 Traffic flow, weather and work area conditions are constantly assessed and anticipated to allow safe operation to ensure no injury to people, or damage to equipment, loads or facilities
	1.2 Load characteristics are taken into account to ensure appropriate attachments/gear are used to move the load as required
	1.3 Occurrences in the work area that may affect the safety and efficiency of operations are reported to appropriate personnel
2 Use controls and operating systems to manage the operation of the equipment	2.1 Equipment is prepared and appropriate attachments are fitted as required
	2.2 Gear and operational levers are checked to ensure they are in the neutral position prior to inserting ignition key and starting engine
	2.3 Engine is started in accordance with manufacturer guidelines to bring engine to speed
	2.4 Instruments and gauges are monitored during start up and operations to ensure operation is within manufacturer specifications, and workplace and regulatory safety requirements
	2.5 Engine power is managed for efficiency of equipment movement and economy of equipment operations
	2.6 Equipment operations are conducted within manufacturer specified torque range
	2.7 Faults or damage to equipment are immediately reported to appropriate personnel
3 Locate load and identify load characteristics	3.1 Load is located and identified in accordance with instructions
	3.2 Requirements for safe working load (SWL) and working load limit (WLL) of gantry equipment are identified
	3.3 Load weight and dimensions are checked to ensure they fall within equipment capacity
	3.4 Loading and unloading plans are followed to ensure efficiency and safety of operations

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	3.5 Load characteristics are taken into account to ensure appropriate loading and unloading procedures are followed
	3.6 Hazardous cargo is identified and relevant procedures are taken into account when planning and conducting work
4 Safely move load	4.1 Equipment is operated and positioned using smooth and controlled movements
	4.2 Manoeuvres are within equipment limits and in line with manufacturer specifications
	4.3 Load is moved ensuring no injury to personnel or damage to equipment or cargo
	4.4 Continuous communication is maintained with personnel assisting the operator in the load movement operations using appropriate communications technology and procedures
	4.5 In an incident or emergency, equipment is immediately stopped and workplace emergency procedures are followed
	4.6 Safety incidents and emergencies are reported in accordance with workplace procedures and regulatory requirements
5 Monitor and operate controls	5.1 Equipment controls are monitored and operated in accordance with manufacturer operating instructions
	5.2 Control systems are confirmed and acted on in accordance with regulatory requirements, manufacturer guidelines and workplace operating procedures
	5.3 Control faults are identified and reported in accordance with enterprise guidelines
	5.4 Hazards in the work area are identified and appropriate measures are adopted to control the risks in accordance with regulatory requirements and workplace procedures
6 Stop, shut down and secure equipment	6.1 Equipment is brought to a controlled halt and is shut down without injury to personnel or damage to equipment, loads or facilities in accordance with manufacturer guidelines and workplace procedures

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6.2 Equipment is secured in accordance with manufacturer instructions and 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 TLID3043A Shift loads using gantry equipment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLID3043 Shift loads using gantry equipment

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 effective eye-hand coordination to operational tasks
- applying fatigue management knowledge and techniques
- applying precautions and required action to minimise, control or eliminate identified hazards
- applying relevant legislation and workplace procedures
- checking and replenishing fluids and carrying out lubrication processes
- communicating effectively with others
- completing relevant documentation
- estimating size, shape and special requirements of loads
- identifying cargo, container and goods, coding, Australian Dangerous Goods (ADG) Code and International Maritime Dangerous Goods (IMDG) Code markings and emergency information panels
- identifying, selecting and using relevant equipment, processes and procedures
- implementing contingency plans
- interpreting and following operational instructions and prioritising work
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring equipment performance
- monitoring work activities in terms of planned schedule
- operating and adapting to differences in equipment in accordance with operating procedures
- reading and interpreting relevant instructions, procedures, information and signs
- receiving, acknowledging and sending messages using appropriate communications equipment
- reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with regulatory requirements and workplace procedures
- servicing equipment in terms of maintenance schedule and operating procedures
- working collaboratively with others

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- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

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:

- Australian and international codes, regulations, licence/permit requirements relevant for using gantry equipment to shift loads
- cargo marking and numbering systems
- operational work systems, equipment, management and site operating systems for using gantry equipment to shift loads
- problems that may occur and appropriate action that can be taken to resolve these problems
- relevant bond, quarantine or other legislative requirements
- relevant work health and safety (WHS)/occupational health and safety (OHS) and environmental protection procedures and guidelines
- relevant safety codes and emergency procedures
- requirements for safe working load (SWL) and working load limit (WLL) of gantry equipment
- types of gantry equipment used to shift loads in terminals/wharves, their applications and procedures and precautions for their use
- workplace procedures and policies for using gantry equipment to shift loads.

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.

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Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLID4032 Plan and conduct specialised lift

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 plan and conduct specialised lift by a mobile crane (excluding demolition work).

It involves a lift that may be specialised in terms of job and equipment requirements, load qualities, or critical aspects of lift location/s.

It includes inspecting site, planning lift, setting up lift, working effectively in a team, lifting and moving load, and following up on a job.

Work must be carried out in accordance with high risk work licence/permit requirements and relevant state/territory authority regulations for specialised mobile crane operations.

Work is performed under general supervision. It involves the application of some judgement and routine principles and procedures for planning and conducting of specialised lifts in a variety of operational contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

D – Load Handling

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Inspect site	1.1 Site is inspected as required with other relevant personnel, to assess job requirements
	1.2 All necessary parameters are measured to ensure accuracy of calculations
	1.3 Hazards are identified through inspection of site and load, and required action is taken to minimise, control or eliminate identified hazards
	1.4 Additional information about load and possible hazards is sought from customer and expert personnel, as required
	1.5 Special site requirements are identified
2 Plan lift	2.1 Operation plan is developed in consultation with other relevant personnel, including hazard prevention/control measures in accordance with workplace procedures, applicable Australian Standards and codes of practice
	2.2 Approval to carry out lift is obtained from appropriate statutory authority, as required
	2.3 Multiple crane lifts are planned, as required, to encompass determination of types of cranes suitable for use and an assessment of load share to be carried by each crane
	2.4 Crane load chart is interpreted and information on permissible loads, radii, weights, boom and jib are taken into account in planning job
	2.5 Safe working load (SWL) or working load limit (WLL) is calculated
	2.6 Appropriate drawings and simulations are created to check feasibility of planned operations
	2.7 Information from previous lifts is used in developing operational plan
	2.8 Range of alternatives is considered to ensure effective and safe lift

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	2.9	Unsolicited, irrelevant information is disregarded to focus on task at hand
	2.10	Need for additional/specialised equipment is ascertained and arrangements are made for collection/delivery to site
	2.11	Communications system is determined and all team members are briefed on its use when conducting lift
3 Set up lift	3.1	Site measurements and SWL/WLL are checked to verify accuracy
	3.2	Operating and emergency controls are checked to ensure crane is in safe working order
	3.3	Appropriate personal protective equipment is selected and worn in accordance with manufacturer specifications and site requirements
	3.4	Site is isolated as required and assistance is sought to ensure public safety as required
	3.5	Other personnel on site are directed, as required to ensure risks to personnel and equipment are minimised
	3.6	Variables that affect operation predictability are eliminated wherever possible
4 Work effectively in a team	4.1	Consultation with all team members is sought in developing operational plan
	4.2	Ideas are discussed and evaluated with team members to determine viability and to reach consensus on an effective plan
	4.3	Individual roles and responsibilities are clarified and agreed
	4.4	Other team members are assisted as required, to ensure operation can be completed safety and efficiently
5 Lift and move load	5.1	Nominated authorised person is recognised as being in control and instructions are followed
	5.2	Test runs are conducted as required to ensure a safe lift
	5.3	Load is hoisted and lowered into position using crane movements in accordance with the appropriate Australian Standard

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	5.4	Danger is anticipated by monitoring crane and load, and instruction to stop operation is given, when there are concerns lift is not proceeding as planned
	5.5	Potential impact of change in one area of operation on lift as a whole, is recognised
	5.6	In unanticipated situations, contribution is made to developing alternative operational plan
6 Follow up on job	6.1	Specialised equipment is checked and re-stored in accordance with workplace procedures
	6.2	Operation is reviewed in consultation with relevant personnel and contribution is made to recommendations for review of procedures as required
	6.3	Need for further after-job debriefing or counselling is recognised and appropriate action is taken
	6.4	Records are completed promptly 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 TLID4032A Plan and conduct specialised lift.

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Links

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Assessment Requirements for TLID4032 Plan and conduct specialised lift

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 precautions and required action to minimise, control or eliminate identified hazards
- applying relevant legislation and workplace procedures
- calculating safe working load (SWL) or working load limit (WLL)
- communicating and working effectively with others
- completing relevant documentation
- developing contingency plans
- ensuring use of required personal protective equipment conforms to industry and work health and safety (WHS)/occupational health and safety (OHS) standards
- interpreting and following operational instructions and prioritising work
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring work activities in terms of planned schedule
- operating and adapt to differences in equipment in accordance with workplace operating procedures
- planning own work, predicting consequences and identifying improvements
- prioritising and multi-tasking work
- providing leadership and working collaboratively with others
- reading and interpreting relevant instructions, procedures, information, technical data, manuals and signs
- reporting and/or rectifying problems promptly, in accordance with regulatory requirements and workplace procedures
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

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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:

- calculations for SWL or WLL
- focus of operation of work systems and equipment
- mobile crane applications, capacities, configurations, safety hazards and control mechanisms
- hazard management, consistent with the principle of hierarchy of control
- high risk work licence requirements
- problems that may arise when planning and supervising a specialised lift using a mobile crane and actions that should be taken to prevent or solve these problems
- relevant agreements, codes of practice or other legislative requirements
- relevant road rules, regulations, permit and licence requirements for mobile crane operation
- relevant WHS/OHS and environmental procedures and regulations
- safe work method statement
- workplace procedures for crane crews
- workplace procedures for setting up and rigging a mobile crane at a worksite.

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
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- mobile crane, of the type currently used in industry
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

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Links

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TLIE3002 Estimate/calculate mass, area and quantify dimensions

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 estimate and calculate mass, area and quantify dimensions of loads in accordance with workplace requirements and relevant regulations, as part of work functions within the transport and logistics industry.

It includes estimating loads to be transported or placed in storage, estimating load limits of transport and/or storage systems, and organising a load.

Work is performed under some 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 describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1 Estimate loads for transport or storage	1.1 Order forms/work orders are read and requirements are noted
	1.2 Shape, balance characteristics, dimensions and mass of load/s are identified
	1.3 Area/volume required for storage is estimated
	1.4 Weights and volumes are totalled to calculate load requirements of transport or storage system
2 Estimate load limits of transport and/or storage	2.1 Allowable load limits for storage and/or transport systems are identified in accordance with workplace procedures
	2.2 Capacity of transport and storage systems in terms of mass, area and volume is calculated
3 Organise load	3.1 Load/s is restricted to allowable range
	3.2 Load/s is spread to ensure safe weighting on pallets, trucks, platforms or other storage or transport systems
	3.3 Appropriate workplace documentation is completed

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 TLIE3002A Estimate/calculate mass, area and quantify dimensions.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLIE3002 Estimate/calculate mass, area and quantify dimensions

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 effectively with others
- identifying, selecting and using relevant calculators, computing and office equipment
- interpreting and following operational instructions and prioritising work
- performing basic mathematical operations required when estimating and/or calculating mass, area and volumes of loads and transport/storage facilities including addition, subtraction, multiplication and division
- reading and interpreting relevant instructions, procedures, information and labels
- working collaboratively with others
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

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:

- Australian and international codes and regulations relevant to workplace activities
- documentation requirements for the workplace activities concerned
- focus of operation of work systems, equipment, management and site operating systems for transporting and/or storing goods and stock
- problems that may occur when estimating and/or calculating mass, area and volumes of loads and transport/storage facilities, and appropriate action that can be taken to resolve these problems
- relevant work health and safety (WHS)/occupational health and safety (OHS) and environmental protection procedures and guidelines

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- workplace procedures and policies for estimating and/or calculating mass, area and volumes of loads, and transport and storage facilities, including the quantification of dimensions.

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

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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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	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Collect required data	1.1 Purpose of data and information collection is confirmed

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and information	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.

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Unit Mapping Information

This unit replaces and is equivalent to TLIE4006A Collect, analyse and present workplace data and information.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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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.

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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

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLIF1002 Conduct housekeeping activities

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 conduct housekeeping activities in the workplace.

It includes identifying housekeeping requirements, procedures and resources of different areas of the workplace; monitoring and maintaining cleanliness and tidiness in the workplace; and completing assigned housekeeping tasks.

Work is performed under some supervision generally in 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

F - Safety Management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Determine housekeeping requirements for different workplace areas	1.1 Workplace housekeeping procedures are identified
	1.2 Equipment and consumables are selected in accordance with work area requirements

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	1.3 Specific procedures and resources for housekeeping activities in different parts of the work area are identified and followed
2 Monitor and maintain cleanliness and tidiness in the workplace	2.1 Initiative is used to continuously monitor worksite cleanliness and tidiness
	2.2 Housekeeping issues are raised with designated personnel in accordance with workplace procedures
	2.3 Housekeeping equipment is operated in accordance with manufacturer instructions and workplace policy
	2.4 Housekeeping equipment and supplies are maintained and stored
3 Complete assigned housekeeping duties	3.1 Assigned housekeeping duties are conducted in accordance with workplace procedures and ensuring that waste is removed
	3.2 Maintenance requirements of any damaged items are notified to appropriate personnel
	3.3 Schedules and records for housekeeping duties are maintained
	3.4 Work areas are checked and required workplace standards are met
	3.5 Work is carried out following enterprise practices and safe work 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.

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Unit Mapping Information

This unit replaces and is equivalent to TLIF1002B Conduct housekeeping activities.

Links

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Assessment Requirements for TLIF1002 Conduct housekeeping activities

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 precautions and required action to minimise, control or eliminate hazards that may exist during housekeeping activities
- communicating and working effectively with others when carrying out housekeeping activities
- identifying workplace housekeeping requirements and undertaking housekeeping in the workplace
- interpreting and following operational instructions and prioritising work
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring condition and performance of housekeeping tools and equipment and servicing, in terms of servicing schedule and standard operating procedures
- operating and adapting to differences in equipment in accordance with standard operating procedures
- reporting and rectifying within limits of own role, problems, faults and malfunctions identified when carrying out housekeeping activities, in accordance with regulatory requirements and workplace procedures
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

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:

- housekeeping standards
- purpose of housekeeping within the workplace

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- relevant enterprise practices and safeworking procedures for own job role
- risks when carrying out housekeeping tasks and related precautions to control them
- servicing procedures for housekeeping equipment
- site layout and obstacles
- workplace procedures and policies for carrying out housekeeping activities in the workplace.

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 other 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

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLIF2010 Apply fatigue management strategies

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 apply fatigue management strategies within the transport and logistics industry. Work is undertaken in compliance with relevant legislation, regulations, codes and guidelines.

It includes identifying and acting on signs of fatigue and implementing appropriate strategies to minimise fatigue during work activities, in particular when operating equipment, trains, vehicles, load shifting equipment, marine vessels and aircraft.

Work is performed under some 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

F – Safety Management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Identify and act on signs of fatigue	1.1 Potential causes of fatigue are identified and action is taken to minimise their effects in accordance with company procedures

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	1.2 Personal warning signs of fatigue are recognised and necessary steps are taken in accordance with workplace procedures, to ensure that effective work capability and alertness are maintained
2 Implement strategies to minimise fatigue	2.1 Workplace procedures are assessed to minimise fatigue
	2.2 Factors that increase the risk of fatigue-related accidents and incidents are minimised
	2.3 Fatigue management strategies are implemented in accordance with workplace policy
	2.4 Lifestyle choices are made that promote the effective long-term management of fatigue
	2.5 Effective practices in combating fatigue are adopted and applied
	2.6 Personal fatigue management strategies are communicated to relevant people
	2.7 Appropriate counter measures are planned to combat fatigue

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 TLIF2010A Apply fatigue management strategies.

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Assessment Requirements for TLIF2010 Apply fatigue management strategies

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:

- adapting to changes in rosters and standard operating procedures as they relate to fatigue management
- adjusting lifestyle patterns to ensure effective fatigue management during work activities
- applying precautions and required action to minimise and control the effects of fatigue when carrying out own work functions
- applying relevant legislation and workplace procedures
- communicating effectively with others when applying fatigue management strategies
- identifying and meeting own learning needs about fatigue management related matters
- modifying activities and taking appropriate initiatives to manage fatigue in the workplace depending on work contexts, risk situations and environments
- reading and interpreting instructions, procedures, regulations and signs related to fatigue management and applying them to work activities
- recognising symptoms of fatigue and taking appropriate action in accordance with fatigue management regulations and workplace procedures
- working collaboratively with others to manage and minimise the effects of fatigue during work activities.

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:

- causes and effects of fatigue on workers
- factors that increase fatigue-related accidents
- how fatigue affects workplace performance

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- how fatigue contributes to workplace accidents
- lifestyles that promote effective long-term fatigue management
- relevant fatigue management codes, regulations, permit and licence requirements
- relevant work health and safety (WHS)/occupational health and safety (OHS) regulations as they relate to fatigue
- risks and hazards created by workplace fatigue
- sources of information on fatigue
- strategies and ways of managing fatigue
- ways of recognising fatigue
- workplace policies and procedures related to fatigue management and the control of factors that can contribute to fatigue and fatigue-related accidents.

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 other simulation
- 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

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLIF4007 Implement and coordinate accident-emergency procedures

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 implement and coordinate accident and emergency procedures in accordance with relevant regulations and workplace procedures.

It includes responding to the incident, coordinating on-site activities and completing follow-up actions.

Work is performed under some supervision generally within a team environment. It involves the application of basic emergency response principles when implementing accident and emergency procedures, and includes providing assistance ranging for simple injuries to applying life support systems.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

F – Safety Management

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1 Respond to incident	1.1 Details of incidents, accidents and emergencies are received, analysed and confirmed
	1.2 Hazards are identified, risks are assessed and control measures are implemented
	1.3 Immediate coordination requirements are identified and actioned in accordance with organisation procedures
	1.4 Travel to incident site is undertaken by the shortest, fastest, legal means and routes
2 Coordinate on-site activities	2.1 Control of site activities is assumed on arrival, and operator and other authorities present are informed of this action
	2.2 Assistance is provided to clients and operators within limitations of duty of care and organisational requirements
	2.3 Details of personnel, including names and nature of injuries, are notified to relevant personnel, in accordance with organisational policies and procedures
	2.4 Assistance is provided to relevant authorities within legal and policy limitations
3 Complete follow-up actions	3.1 Details of affected personnel, including names, nature of injuries and follow-up treatments are notified to next-of-kin in accordance with organisational procedures
	3.2 Incidents resulting in a near miss, accident or emergency are investigated and a report, including recommendations, is completed in accordance with organisational policies and procedures
	3.3 Accident procedures and emergency plans are reviewed for effectiveness and recommendations for changes are prepared and submitted to appropriate persons

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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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 TLIF4007A Implement and coordinate accident-emergency procedures.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLIF4007 Implement and coordinate accident-emergency procedures

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 precautions and required action to minimise, control or eliminate identified hazards
- applying relevant legislation and workplace procedures
- communicating effectively with others when implementing and coordinating accident and emergency procedures
- completing relevant documentation
- interpreting and following operational instructions and prioritising work
- modifying activities depending on operational contingencies, risk situations and environments
- reading and interpreting relevant instructions, procedures, information and signs
- working collaboratively with others when implementing and coordinating accident and emergency procedures
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

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:

- means to control and organise an accident scene, provide practical assistance and cooperate with others at the scene
- relevant work health safety (WHS)/occupational health and safety (OHS) and other regulatory codes, procedures and guidelines concerning response to accidents and emergencies
- risks and hazards in the workplace and related precautions to control risk

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- workplace procedures and policies for responding to accidents and emergencies.

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

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLIH2001 Interpret road maps and navigate pre-determined routes

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 interpret road maps and to navigate routes as part of transport operations.

It includes identifying and determining the most appropriate route, and completing required route documentation in accordance with operational requirements.

Work is performed under general or limited supervision. It involves the application of map reading principles and procedures when interpreting street directories and road maps, and following pre-determined routes.

Work must be carried out in accordance with relevant state/territory roads and traffic authority regulations.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

H – Route Planning and Navigation

Unit Sector

Not applicable.

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Identify and determine pre-planned route	1.1 Pre-determined route documentation is accessed and interpreted
	1.2 Relevant street directory, global positioning system (GPS) and road maps are identified and accessed
	1.3 Street directory, GPS and road map symbols are recognised and interpreted
	1.4 Points of departure and destination are identified in a directory index and information is used to locate designated places on appropriate map
	1.5 Pre-determined route directions are interpreted and route is traced using a street directory, GPS and road map
	1.6 Key intersections and other landmarks along route are identified for use in following planned route
	1.7 Alternative contingency routes are identified for emergencies or traffic delays
	1.8 Pre-determined route is correctly followed
2 Complete necessary documentation	2.1 Required route documentation is completed in accordance with purpose of transportation and workplace requirements
	2.2 Required route documentation is filed in accordance with workplace requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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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 TLIH2001A Interpret road maps and navigate pre-determined routes.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLIH2001 Interpret road maps and navigate pre-determined routes

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
- completing documentation related to route navigation
- estimating route distances using map information
- interpreting and following operational instructions and prioritising work
- navigating a pre-determined route
- operating and adapting to differences in equipment in accordance with standard operating procedures
- operating electronic communications equipment in accordance with workplace protocols
- planning alternative contingency routes for road works, emergencies or delays
- planning own work, predicting consequences and identifying improvements
- plotting a route from one destination to another relevant to job role
- reading and interpreting relevant instructions, procedures, information and signs
- using global positioning system (GPS) devices to navigate pre-determined routes as required
- using maps and other route documentation to correctly identify and interpret:
  - map symbols
  - roads and intersections
  - town and suburb locations
- working collaboratively with others as required (such as fleet managers, sales team)
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

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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:

- current information about accidents or emergencies that might close or restrict traffic on a particular route
- height, width and mass limitations of bridges, tunnels and other critical physical structures along a possible route
- location of service stations/rest stops as required
- operational procedures for interpreting road maps, using GPS devices and navigating routes
- relevant state/territory permit and licence regulations and requirements
- road conditions for various routes, including sections undergoing road works
- security hazards and issues
- traffic conditions at various times of the day/night along specific routes
- typical problems that may arise concerning interpreting road maps, using GPS devices and navigating pre-determined routes, and appropriate action that should be taken
- workplace requirements for recording and documenting route information.

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
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry:
  - GPS
  - road map

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- street directory.

A simulator/online assessment is not suitable for the final assessment of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLILIC2001 Licence to operate a forklift truck

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 specifies the skills and knowledge required to operate a forklift truck safely.

Forklift truck means a powered industrial truck equipped with lifting media made up of a mast and an elevating load carriage to which is attached a pair of fork arms or other arms that can be raised 900 mm or more above the ground, but does not include a pedestrian-operated truck or a pallet truck.

A person performing this work is required to hold a forklift truck high risk work (HRW) licence.

This unit requires a person operating a forklift truck to plan the work, conduct routine checks on a forklift truck, shift loads in a safe manner, and safely shut down and secure equipment after completing operations.

Licensing/Regulatory Information

This unit is based on the licensing requirements of Part 4.5 of the Model Work Health and Safety (WHS) Regulations, HRW and meets Commonwealth, state and territory HRW licensing requirements.

Any alteration to this unit would result in a unit that would not be acceptable to work health and safety (WHS)/occupational health and safety (OHS) regulators for the purpose of licensing.

Pre-requisite Unit

Not applicable.

Competency Field

LIC – Licensing

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Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Plan work	1.1 Potential workplace hazards are identified
	1.2 Risk control measures are identified consistent with regulatory requirements and the hierarchy of control
	1.3 Appropriate forklift truck is selected in accordance with load and workplace conditions
	1.4 Working area is inspected to determine appropriate paths for moving loads and forklift truck in accordance with workplace conditions
	1.5 Methods for communicating are identified and confirmed in accordance with workplace procedures
2 Conduct routine checks	2.1 Prior to operation, forklift truck is visually checked for any damage or defects
	2.2 All signage and labels are checked to ensure they are visible and legible, in accordance with the appropriate standard
	2.3 All controls are located, identified and confirmed
	2.4 Pre-start operational checks are carried out in accordance with manufacturer specifications and workplace procedures
	2.5 Forklift truck is started in accordance with manufacturer specifications and workplace procedures, and is checked for any abnormal noise
	2.6 Post-start operational checks are carried out in accordance with manufacturer specifications and workplace procedures

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	2.7 All forklift truck functions and safety devices are tested to their maximum in accordance with manufacturer specifications and workplace procedures
	2.8 Issues, defects and damage identified during routine checks are reported and recorded in accordance with workplace procedures, and appropriate action is taken
3 Shift load	3.1 Weight of load is assessed to ensure compliance with forklift truck data plate specifications
	3.2 Appropriate hazard prevention/control measures are implemented and communicated to personnel in the work area
	3.3 Forklift truck is operated at a safe speed in accordance with manufacturer specifications and workplace procedures
	3.4 Loads are moved and placed to ensure stability of material and avoidance of hazards
	3.5 Load movement is monitored constantly to ensure safety of personnel and load, and structural stability
	3.6 Unplanned and/or unsafe situations are responded to in accordance with workplace procedures and emergency plans
4 Shut down and secure forklift truck	4.1 Forklift truck is parked to avoid hazards
	4.2 Forklift truck is shut down in accordance with manufacturer specifications and workplace procedures
	4.3 Routine post-operational forklift truck checks are carried out in accordance with manufacturer specifications and workplace procedures
	4.4 Forklift truck is secured to prevent unauthorised access/use
	4.5 All defects and damage are reported and recorded in accordance with manufacturer specifications and workplace procedures, and appropriate action is taken

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Foundation Skills

The language, literacy, numeracy and employment skills that are essential to performance that are not explicit in the unit are listed below.

Skill	Performance feature
Employment skills to:	• operate a forklift truck in different types of workplaces transferring key principles of safe operation to different contexts • improve own performance in safely and efficiently operating a forklift truck by incorporating learnings from different workplaces and different conditions into current performance

Numeracy skills to:	• interpret numerical information including:
	  • selecting appropriate forklift in accordance with load and workplace conditions
	  • load weight assessment, to ensure compliance with forklift truck data plate specifications
	  • controlling and monitoring instrument readings

Language skills to:	• use and interpret vocabulary specific to forklift truck operations and workplace procedures to communicate with other workplace personnel • use non-verbal feedback to support effective communication • use relevant communications conventions

Literacy (reading) skills to:	• interpret documentation that includes technical specificity including:
	  • forklift truck data plate
	  • plant operation manuals and manufacturer specifications
	  • workplace procedures, including emergency plan
	  • workplace signage and labels

Literacy (writing) skills to:	• accurately record and maintain information relating to operating a forklift truck, including:
	  • incident reports
	  • vehicle checking and maintenance records

Self-management skills	• implement risk control measures • initiate emergency management strategies

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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 is equivalent to TLILIC2001A Licence to operate a forklift truck

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLILIC2001 Licence to operate a forklift truck

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

A person who demonstrates competency in this unit must provide evidence of safely operating a forklift truck and satisfy all of the unit elements, performance criteria and foundations skills requirements on at least one occasion including:

- applying risk assessment and hazard control strategies, including hierarchy of control as applied to safely operating a forklift truck
- carrying out post-start operational checks, which must ensure:
  - attachment movements and control functions are smooth and comply with operating requirements
  - hazard warning systems (e.g. lights and horns) are functional
  - safety devices are checked, including
    - deadman's switch
    - emergency descent device (hydraulic)
    - reversing beepers
  - start-up is in accordance with procedures
  - steering, transmission and brake functions comply with operating requirements
- carrying out pre-start operational checks, which must include:
  - battery charge checks, as required
  - ensuring availability of logbook, records, handbook and/or operating manuals
  - fitting and interpreting forklift truck data plate
  - fluid checks
  - forklift truck attachment security checks
  - identifying approved modifications and/or attachments fitted, to manufacturer specifications in accordance with forklift truck or attachment data plate
  - locating, identifying and confirming all controls
  - safety equipment checks
  - signage and label visibility and legibility checks
  - updating records as required
- communicating with other workplace personnel through
  - using appropriate worksite protocols

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    - listening
    - making and interpreting hand signals
    - questioning to confirm understanding
    - signage
    - verbal and non-verbal language
    - written instructions
- complying with Commonwealth, state and territory work health and safety (WHS)/occupational health and safety (OHS) legislation and regulations
- conducting and monitoring safe forklift truck operations that include moving loads safely, driving and manoeuvring, picking up and placing loads at various stack heights and carrying out all functions to the maximum height and load capacity
- driving a forklift truck with load in forward and reverse, while maintaining visibility
- planning and preparing for forklift truck operations including:
    - conducting a workplace risk assessment
    - identifying hazards associated with operating a forklift truck, which must include
        - forklift truck instability (e.g. due to overloading, poor load placement, irregular loads)
        - ground conditions (e.g. condition of pavement, slopes)
        - insufficient lighting
        - overhead hazards (e.g. electric lines, service pipes)
        - traffic (e.g. pedestrians, vehicles, other plant) and the risk of collision with people, moving plant and fixed structures
        - weather conditions (e.g. wind, lightning, rain)
    - selecting hazard prevention strategies in accordance with the hierarchy of control
    - putting in place effective controls for identified hazards
    - visually checking a forklift truck for any damage or defects prior to operation including
        - evidence of damage
        - leaks
        - structural weaknesses (including paint separation or stressed welds)
- receiving and interpreting workplace instructions, safety information and emergency procedures
- shutting down a forklift truck in accordance with manufacturer specifications and workplace procedures including
    - parking in a suitable location away from dangerous areas
    - correctly positioning fork arms (tips down, tilted forward, lowered to ground)
    - selecting appropriate transmission/gear for parking (relevant to transmission type)
    - applying hand/parking brake
    - turning off engine power
    - removing ignition key as required
    - shutting off LPG gas cylinder valve as required

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  - securing equipment in accordance with manufacturer specifications and against unauthorised operation
  - securing site
  - ensuring access ways are clear
  - identifying and segregating defective equipment and reporting to authorised personnel
  - connecting batteries to charger as required
- verifying problems and equipment faults, and implementing appropriate response procedures to unplanned and/or unsafe situations including
  - environmental conditions (e.g. wind, lightning, storms)
  - failure/loss of control (e.g. brakes and steering)
  - failure of equipment (e.g. hydraulic system)
  - forklift truck instability (e.g. due to deterioration of ground condition, overloading, poor load placement, irregular loads).

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:

- Australian and industry standards relevant to operating a forklift truck
- Commonwealth, state or territory WHS/OHS legislation and approved codes of practice in relation to one's own responsibilities
- forklift truck characteristics and capabilities (including use of load data plates)
- forklift truck operations and safe operating techniques
- hierarchy of control:
  - elimination
  - substitution
  - isolation
  - engineering controls
  - administrative controls
  - personal protective equipment (PPE)
- methodology to determine weight of a load including the estimation or determination from labels, markings or load paperwork such as:
  - control labels
  - forklift data plates/labels
  - forklift warning decals
- organisational and workplace standards, requirements, policies and procedures for operating a forklift truck
- procedures for recording, reporting and maintaining workplace records and information
- relevant Australian and industry standards, codes of practice and guidelines to safely

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operate a forklift truck
- risk control measures including:
  - barricades and traffic control (e.g. traffic management plan)
  - compliance with permit condition requirements from electrical supply authority, including
    - adequate illumination
    - disconnected power
    - excavation safeguards
    - insulated electric lines
    - maintaining safety observer zone
    - movement of obstructions
    - observing limits of approach
    - pedestrian control (barricades, signs, etc.)
    - power disconnection or compliance with electrical supply authority requirements
    - safety tags on electrical switches/isolators
    - using safety observer inside exclusion zone
    - using personal protective equipment
- selecting forklift truck to suit load and workplace conditions
- typical routine problems encountered operating a forklift truck and equipment, and adjustments required for correction.

Assessment Conditions

Assessments must be conducted by an assessor accredited for this high risk work (HRW) licence class in the Commonwealth/state/territory where the licence will be obtained (i.e. an assessor authorised by a Commonwealth/state/territory WHS/OHS regulator).

As a minimum, assessors must satisfy applicable regulatory requirements, which may include requirements in the Standards for *Registered Training Organisations* current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and all assessment must be conducted in the English language.

Assessment of performance must be undertaken in the workplace and/or under realistic workplace conditions which typically reflect:

- performing tasks/activities within timelines that would be expected in a workplace
- standard and authorised work practices, safety requirements and environmental constraints
- using full-scale equipment

Forklift truck operation assessment must be conducted in a working zone in accordance with state/territory arrangements.

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If the working zone is located at a 'live' site, assessment should continue in all weather conditions unless the safety of the candidate or others could be compromised.

Simulators must **not** be used in the assessment of this unit of competency.

Accredited assessors are responsible for ensuring that candidates have access to:

- a suitable forklift truck that complies with AS 2359 Powered industrial trucks and is in a safe condition
- associated equipment appropriate to forklift truck operations
- suitable loads
- required personal protective equipment (PPE) for the purpose of Performance Assessment
- relevant workplace procedures and standards for operating a forklift truck, including:
  - approved codes of practice and guidance
  - relevant Australian and international technical standards
  - manufacturer guidelines (instructions, specifications or checklists) for the purpose of Performance Assessment
  - relevant industry standards and operating procedures (where applicable)
  - safe work method statements (SWMS), as required.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLILIC2002 Licence to operate an order picking forklift truck

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 specifies the skills and knowledge required to operate an order picking forklift truck safely.

Order picking forklift truck means a forklift truck where the operator controls are incorporated with the lifting media and elevate with the lifting media.

A person performing this work is required to hold an order picking forklift truck high risk work (HRW) licence.

This unit requires a person operating an order picking forklift truck to plan the work, conduct routine checks on order-picking forklift trucks, shift loads in a safe manner, and safely shut down and secure equipment after completing operations.

Licensing/Regulatory Information

This unit is based on the licensing requirements of Part 4.5 of the Model Work Health and Safety (WHS) Regulations, HRW and meets Commonwealth, state and territory HRW licensing requirements.

Any alteration to this unit would result in a unit that would not be acceptable to work health and safety (WHS)/occupational health and safety (OHS) regulators for the purpose of licensing.

Pre-requisite Unit

Not applicable.

Competency Field

LIC – Licensing

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Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Plan work	1.1 Potential workplace hazards are identified
	1.2 Risk control measures are identified to ensure the safety of personnel and equipment, consistent with regulatory requirements and the hierarchy of control
	1.3 Order picking forklift truck is selected in accordance with load and workplace conditions
	1.4 Working area is inspected to determine appropriate path of movement for loads and order picking forklift truck, for the workplace conditions
	1.5 Methods for communicating are identified and confirmed in accordance with workplace procedures
2 Conduct routine checks	2.1 Prior to operation, order picking forklift truck is visually checked for any damage or defects
	2.2 All signage and labels are checked to ensure they are visible and legible, in accordance with the appropriate standard
	2.3 All controls are located, identified and confirmed
	2.4 Pre-start operational checks are carried out in accordance with manufacturer specifications and workplace procedures
	2.5 Order picking forklift truck is started in accordance with manufacturer specifications and workplace procedures, and is checked for any abnormal noise
	2.6 Post-start operational checks are carried out in accordance with manufacturer specifications and workplace procedures
	2.7 All order picking forklift truck functions and safety devices are tested to their maximum in accordance with manufacturer specifications and workplace procedures

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	2.8 Defects and damage are reported and recorded in accordance with workplace procedures, and appropriate action is taken
3 Shift load	3.1 Weight of load is assessed to ensure compliance with order picking forklift truck data plate
	3.2 Hazard prevention/control measures are implemented and communicated with personnel in the work area, as required
	3.3 Order picking forklift truck is operated at a safe speed in accordance with manufacturer specifications and workplace procedures
	3.4 Work is conducted safely at heights and safety equipment is used safely and efficiently
	3.5 Loads are moved and placed to ensure stability of material and avoidance of hazards
	3.6 Load movement is monitored constantly, to ensure safety of personnel and load, and order picking forklift truck stability
	3.7 Unplanned and/or unsafe situations are responded to in accordance with workplace procedures and emergency plans
4 Shut down and secure forklift	4.1 Order picking forklift truck is parked to avoid hazards
	4.2 Order picking forklift truck is shut down in accordance with manufacturer specifications and workplace procedures
	4.3 Routine post-operational order picking forklift truck checks are carried out in accordance with manufacturer specifications and workplace procedures
	4.4 Order picking forklift truck is secured to prevent unauthorised access/use
	4.5 All defects and damage are reported and recorded in accordance with manufacturer specifications and workplace procedures, and appropriate action is taken

Foundation Skills

The language, literacy, numeracy and employment skills that are essential to performance that are not explicit in the unit are listed below.

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FOUNDATION SKILLS	
Skill	**Performance feature**
Employment skills to:	• operate an order picking forklift truck in different types of workplaces transferring key principles of safe operation to different contexts • improve own performance in safely and efficiently operating an order picking forklift truck by incorporating learnings from different workplaces and different conditions into current performance

Numeracy skills to:	• interpret numerical information including:
	  • selecting appropriate order picking forklift truck in accordance with load and workplace conditions
	  • load weight assessment, to ensure compliance with order picking forklift truck data plate specifications
	  • controlling and monitoring instrument readings

Language skills to:	• use and interpret vocabulary specific to order picking forklift truck operations and workplace procedures to communicate with other workplace personnel • use non-verbal feedback to support effective communication • use relevant two-way radios conventions

Literacy (Reading) skills to:	• interpret documentation that includes technical specificity including:
	  • order picking forklift truck data plate
	  • plant operation manuals and manufacturer specifications
	  • workplace procedures, including emergency plan
	  • workplace signage and labels

Literacy (Writing) skills to:	• accurately record and maintain information relating to operating an order picking forklift truck, including:
	  • incident reports
	  • vehicle checking and maintenance records

Self-Management skills	• implement risk control measures • initiate emergency management strategies

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.

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Unit Mapping Information

This unit is equivalent to TLILIC2002A Licence to operate an order picking forklift truck.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLILIC2002 Licence to operate an order picking forklift truck

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

A person who demonstrates competency in this unit must provide evidence of safely operating an order picking forklift truck and satisfy all of the unit elements, performance criteria and foundation requirements on at least one occasion including:

- applying risk assessment and hazard control strategies, including hierarchy of control as applied to safely operating an order picking forklift truck
- carrying out post-start operational checks, which must ensure:
  - attachment movements and control functions are smooth and comply with operating requirements
  - hazard warning systems (e.g. lights and horns) are functional
  - safety devices are checked, including
    - safety gates and interlocks
    - reversing beepers
    - emergency descent device (hydraulic)
    - deadman’s switch
  - start up is in accordance with procedures
  - steering, transmission and brake functions comply with operating requirements
- carrying out pre-start operational checks, which must include:
  - all controls are located, identified and confirmed
  - all signage and labels are visible and legible
  - identifying approved modifications and/or attachments fitted to manufacturer specifications in accordance with order picking forklift data plate
  - battery charge checks
  - checks for adaptations or modifications outside manufacturer specifications (i.e. not listed on the order picking forklift data plate)
  - fluid checks
  - ensuring availability of logbook, handbook or operating manuals
  - ensuring safety devices/alarms are fitted and operational
  - fitting and interpreting order picking forklift data plate
  - order picking forklift truck attachment security checks

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  - updating records as required
  - safety equipment checks
- communicating with other workplace personnel through:
  - using appropriate worksite protocol
  - listening
  - making and interpreting hand signals
  - questioning to confirm understanding
  - signage
  - verbal and non-verbal language
  - written instructions
- complying with Commonwealth, state and territory work health and safety (WHS)/occupational health and safety (OHS) legislation and regulations
- conducting and monitoring safe order picking forklift truck operations that includes picking and placing loads safely at various heights, driving, manoeuvring and placing loads in a safe manner, and carrying out all functions to the maximum height and load capacity
- driving order picking forklift truck with load in forward and reverse, while maintaining visibility
- planning and preparing for order picking forklift truck operations including:
  - conducting a workplace risk assessment
  - identifying hazards associated with operating an order picking forklift truck, which must include :
    - ground conditions (e.g. condition of surface, slopes)
    - insufficient lighting
    - overhead hazards (e.g. electric lines, service pipes)
    - risk of collision with people, moving plant and fixed structures
    - order picking forklift instability (e.g. overloading, poor load placement, irregular loads)
    - other specific hazards (e.g. falling from platform, dangerous materials)
    - traffic (e.g. pedestrians, vehicles, other plant)
    - weather conditions (e.g. wind, lightning, rain)
- putting in place effective hazard controls for those hazards identified
- receiving and interpreting workplace instructions, safety information and emergency procedures
- selecting hazard prevention strategies, in accordance with the hierarchy of control
- shutting down order picking forklift truck and equipment in accordance with manufacturer specifications and workplace procedures including:
  - parking in a suitable location away from dangerous areas
  - lowering forks to the ground
  - ensuring brakes and motion locks are applied
  - turning off engine power
  - securing equipment in accordance with manufacturer specifications and against

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unauthorised movement
  - securing site
  - ensuring access ways are clear
  - removing ignition key as required
  - identifying and segregating defective equipment and reporting to authorised personnel
  - connecting batteries to charger as required
- verifying problems and equipment faults, and implementing appropriate response procedures to unplanned and/or unsafe situations including:
  - environmental conditions (e.g. wind, lightning, storms)
  - failure/loss of control (e.g. brakes and steering)
  - failure of equipment (e.g. hydraulic system)
  - order picking forklift truck instability (e.g. due to deterioration of ground condition, overloading, poor load placement, irregular loads)
- visually checking order picker forklift truck for any damage or defects prior to operation including:
  - evidence of damage
  - leaks
  - structural weaknesses (including paint separation or stressed welds)
- working safely at heights using safety equipment safely and efficiently.

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:

- Australian and industry standards relevant to operating an order picking forklift truck
- Commonwealth, state or territory WHS/OHS legislation and approved codes of practice in relation to one's own responsibilities
- hierarchy of control:
  - elimination
  - substitution
  - isolation
  - engineering controls
  - administrative controls
  - personal protective equipment (PPE)
- methodology to determine weight of a load including the estimation or determination from labels, markings or load paperwork such as:
  - control labels
  - forklift data plates/labels

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    - forklift warning decals
- order picking forklift truck operations and safe operating techniques
- order picking forklift truck characteristics and capabilities, (including use of load data plates)
- organisational and workplace standards, requirements, policies and procedures for operating an order picker forklift truck
- procedures for recording, reporting and maintaining workplace records and information
- rated capacity and working load limits identification
- relevant Australian and industry standards, codes of practice and guidelines to safely operate an order picking forklift truck
- risk control measures including:
    - barricades and traffic control (e.g. traffic management plan)
    - compliance with permit condition requirements from electrical supply authority, including
        - adequate illumination
        - bridging plates
        - disconnected power
        - excavation safeguards
        - insulated electric lines
        - maintaining safety observer zone
        - movement of obstructions
        - observing limits of approach
        - pedestrian control (barricades, signs, etc.)
        - power disconnection or compliance with electrical supply authority requirements
        - safety tags on electrical switches/isolators
        - using safety observer inside exclusion zone
        - using personal protective equipment
- selecting order picking forklift truck to suit load and workplace conditions
- typical routine problems encountered operating an order picker forklift truck and equipment, and adjustments required for correction.

Assessment Conditions

Assessments must be conducted by an assessor accredited for this high risk work (HRW) licence class in the Commonwealth/state/territory where the licence will be obtained (i.e. an assessor authorised by a Commonwealth/state/territory WHS/OHS regulator).

As a minimum, assessors must satisfy applicable regulatory requirements, which may include requirements in the Standards for *Registered Training Organisations* current at the time of assessment.

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Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and all assessment must be conducted in the English language.

Assessment of performance must be undertaken in the workplace and/or under realistic workplace conditions which typically reflect:

- performing tasks/activities within timelines that would be expected in a workplace
- standard and authorised work practices, safety requirements and environmental constraints
- using full-scale equipment

Order picking forklift truck operation assessment must be conducted in a working zone in accordance with state/territory arrangements

If the working zone is located at a 'live' site, assessment should continue in all weather conditions unless the safet**y o**f the candidate or others could be compromised.

Simulators must not be used in the assessment of this unit of competency.

Accredited assessors are responsible for ensuring candidates have access to:

- a suitable order picking forklift truck that complies with AS 2359 Powered industrial trucks and is in a safe condition
- associated equipment appropriate to order picking forklift truck operations
- suitable loads
- required personal protective equipment (PPE) for the purpose of the Performance Assessment
- safety equipment, such as:
  - appropriate attachment point
  - harnesses
  - lanyard
- where appropriate, relevant workplace procedures and standards for operating an order picking forklift truck, including:
  - approved codes of practice and guidance
  - relevant Australian and international technical standards
  - industry standards and operating procedures (where applicable)
  - manufacturer guidelines (instructions, specifications or checklists) for the purpose of the Performance Assessment
  - safe work method statements (SWMS), as required.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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TLIR4002 Source goods/services and evaluate contractors

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 source goods/services and to evaluate contractors in accordance with workplace policy and procedures.

The unit generally applies to those with responsibility for resource coordination and allocation and who lead individuals or teams.

It includes analysing supply requirements as well as evaluating and selecting appropriate potential contractors.

This unit involves discretion and judgement for self and others in planning and using resources, services and processes to achieve required outcomes.

Work is performed under general guidance on progress and work outcomes.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

R – Contract Procurement

Unit Sector

Not applicable.

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Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Analyse supply requirements	1.1 Purpose and specifications of required goods/services are identified
	1.2 Criteria to evaluate potential or existing contractor performance is established
	1.3 Quantities of required goods/services are determined
	1.4 Frequency of ordering/requesting of goods/services is identified
2 Evaluate potential contractors	2.1 Contractors of requested goods/materials/services are identified
	2.2 Comparative costings for goods/materials/services are obtained
	2.3 Contractor ability to provide a consistent level of performance on repeat jobs is assessed
	2.4 Contractors are evaluated in relation to established criteria and in accordance with workplace and regulatory procedures
	2.5 Prioritised contractor shortlist is established based on contractor capacity to provide a cost competitive quality service
	2.6 Contractor selection process outcomes are documented including recommendations for actioning agreements/contracts with selected contractors
	2.7 Information and data generated during selection process is filed and maintained in accordance with workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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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 TLIR4002A Source goods/services and evaluate contractors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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Assessment Requirements for TLIR4002 Source goods/services and evaluate contractors

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 negotiating effectively with others
- completing relevant documentation
- determining supply requirements
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring and prioritising work activities in terms of planned schedule
- operating electronic communications equipment to required protocol
- reading, interpreting and following relevant instructions, procedures and signs
- selecting and appropriately applying technology, information systems and procedures to workplace tasks
- sourcing appropriate personnel to supply goods/services in accordance with workplace requirements
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

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:

- operational recording, reporting and statistical analysis systems and resources
- relevant chain of responsibility legislation, regulation and codes of practice requirements
- resource availability including processing capacity of equipment and software systems for data statistical analysis
- typical problems that can occur when sourcing goods and services and evaluating contractors, and related appropriate action that can be taken

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- workplace business policies and plans as they relate to supply contracts, including procedures for maintaining confidentiality
- workplace grievance and disputation handling policies and procedures
- workplace policies, procedures and protocols for sourcing and supplying goods/services, and evaluating potential supply contractors.

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

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851

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FWP Forest and Wood Products Training Package

Modification History

Not applicable.

Credit Arrangements

Qualification code	Qualification Title	Credit arrangement details
FWP10116	Certificate I in Forest and Forest Products	At the time of endorsement of this Training Package no national credit arrangements exist.
FWP20116	Certificate II in Forest Growing and Management	At the time of endorsement of this Training Package no national credit arrangements exist.
FWP20216	Certificate II in Harvesting and Haulage	At the time of endorsement of this Training Package no national credit arrangements exist.
FWP20316	Certificate II in Sawmilling and Processing	At the time of endorsement of this Training Package no national credit arrangements exist.
FWP20416	Certificate II in Wood Panel Products	At the time of endorsement of this Training Package no national credit arrangements exist.
FWP20516	Certificate II in Timber Manufactured Products	At the time of endorsement of this Training Package no national credit arrangements exist.
FWP20616	Certificate II in Timber Merchandising	At the time of endorsement of this Training Package no national credit arrangements exist.
FWP20716	Certificate II in Timber Truss and Frame Design and Manufacture	At the time of endorsement of this Training Package no national credit arrangements exist.
FWP30116	Certificate III in Forest Growing and Management	At the time of endorsement of this Training Package no national credit arrangements exist.

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FWP30216	Certificate III in Harvesting and Haulage	At the time of endorsement of this Training Package no national credit arrangements exist.
FWP30316	Certificate III in Sawmilling and Processing	At the time of endorsement of this Training Package no national credit arrangements exist.
FWP30416	Certificate III in Wood Panel Products	At the time of endorsement of this Training Package no national credit arrangements exist.
FWP30516	Certificate III in Timber Manufactured Products	At the time of endorsement of this Training Package no national credit arrangements exist.
FWP30616	Certificate III in Timber Merchandising	At the time of endorsement of this Training Package no national credit arrangements exist.
FWP30716	Certificate III in Sawdoctoring	At the time of endorsement of this Training Package no national credit arrangements exist.
FWP30816	Certificate III in Woodmachining	At the time of endorsement of this Training Package no national credit arrangements exist.
FWP30916	Certificate III in Timber Truss and Frame Design and Manufacture	At the time of endorsement of this Training Package no national credit arrangements exist.
FWP40116	Certificate IV in Forest Operations	At the time of endorsement of this Training Package no national credit arrangements exist.
FWP40216	Certificate IV in Timber Processing	At the time of endorsement of this Training Package no national credit arrangements exist.
FWP40316	Certificate IV in Timber Truss and Frame Manufacture	At the time of endorsement of this Training Package no national credit arrangements exist.
FWP40416	Certificate IV in Timber Truss and Frame Design	At the time of endorsement of this Training Package no national credit arrangements exist.

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FWP50116	Diploma of Forest and Forest Products	At the time of endorsement of this Training Package no national credit arrangements exist.
FWP50316	Diploma of Timber Truss and Frame Manufacture	At the time of endorsement of this Training Package no national credit arrangements exist.
FWP50416	Diploma of Timber Truss and Frame Design	At the time of endorsement of this Training Package no national credit arrangements exist.
FWP60116	Advanced Diploma of Forest Industry Sustainability	At the time of endorsement of this Training Package no national credit arrangements exist.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47

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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

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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 Statement of Attainment	These competencies from the FWP Forest and Wood Products Training Package meet the industry requirements for leaders to drive innovative practice and thinking to build a culture within the industry that enables new and emerging business opportunities.

Custom Content Section

Not applicable.

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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

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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 Statement of Attainment	These competencies from the FWP Forest and Wood Products Training Package meet the industry requirements to develop and implement strategic initiatives and foster continuous improvement within organisations.

Custom Content Section

Not applicable.

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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.

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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.

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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

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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.

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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.

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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.

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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

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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.

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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

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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 Statement of Attainment	These competencies from the FWP Forest and Wood Products Training Package meet the industry requirements to lead innovation in the workplace through initiating strategic plans and establishing systems.

Custom Content Section

Not applicable.

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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

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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.

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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

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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.

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FWPSS00014 Skill set for a heavy production mobile chipper operator

Modification History

FWP Release 2.0

Skill set code and unit requirements updated to reflect Training Package update from FPI11 V2.3 to FWP Release 2.0.

FPI11 V2.3

Superseded unit updated:

- HLTAID003 replaces HLTFA311A

FPI11 V2

Superseded units updated:

- HLTFA311A replaces HLTFA301C
- FPIHAR3215C replaces FPIHAR3215B

Pathway qualification code updated to reflect changes made in FPI11 V2.

FPI11 V1

Skill set code updated to FPI11 to reflect Training Package update from FPI05 V3 to FPI11 V1.

Description

This skill set is for people wishing to work as a heavy production mobile chipper operator in a commercial forest operation in the harvesting and haulage sector of the forest and wood products industry.

Pathways Information

These units provide credit towards a number of qualifications including FWP30216 Certificate III in Harvesting and Haulage.

Licensing/Regulatory Information

In a number of jurisdictions some of these units are required for the issuing of a timber harvesting operator's licence as a heavy production mobile chipper operator.

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Skill Set Requirements

FWPCOR2203 Follow environmental care procedures

FWPCOR2205 Follow WHS policies and procedures

HLTAID003 Provide first aid

FWPHAR3215 Operate a heavy production mobile chipper

Target Group

This skill set is for people wishing to work as a heavy production mobile chipper operator in a commercial forest operation in the harvesting and haulage sector of the forest and wood products industry.

Suggested words for Statement of Attainment

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FWPSS00016 Skill set for a mechanical processor operator

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 3.0. It supersedes and is equivalent to FWPSS00016 Skill set for a mechanical processor operator (Release 1). It was updated to reflect one revised unit of competency: FWPHAR3210
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0.

Description

This skill set is designed to meet industry requirements for activities related to mechanical processor operations in a commercial forest harvesting environment or the harvesting and haulage sector of the forest and wood products industry.

^ From 1 July 2022 the unit HLTAID003 must no longer be delivered and will be replaced in the Packaging Rules by the unit HLTAID011 - for more information see: https://asqa.gov.au/news-events/news/reminder-about-superseded-hlt-first-aid-units

Pathways Information

These units of competency provide credit towards a number of qualifications including FWP30216 Certificate III in Harvesting and Haulage.

Licensing/Regulatory Information

No occupational licensing or regulatory requirements apply to this skill set at the time of publication.

Skill Set Requirements

- FWPCOR2203 Follow environmental care procedures
- FWPCOR2205 Follow WHS policies and procedures
- FWPHAR3210 Operate mechanical processor operations
- HLTAID003 Provide first aid

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- **^ HLTAID011 Provide First Aid (must be delivered from 1 July 2022)**

Target Group

This skill set is for people wishing to work as a mechanical processor operator in a commercial forest operation in the harvesting and haulage sector of the forest and wood products industry.

Suggested words for Statement of Attainment

These competencies from the FWP Forest and Wood Products Training Package meet the industry requirements for operating a mechanical processor in a commercial forest harvesting environment.

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FWPSS00017 Skill set for a native forest operator

Modification History

FWP Release 2.0

Skill set code and unit requirements updated to reflect Training Package update from FPI11 V2 to FWP Release 2.0.

FPI11 V2

Pathway qualification codes updated to reflect changes made in FPI11 V2

FPI11 V1

New skill set

Description

This skill set is for people wishing to work as a Forest or harvesting technical officer in a commercial native forest operation in the harvesting and haulage and forest growing and management sectors of the forest and wood products industry.

Pathways Information

These units provide credit towards a number of qualifications including FWP30116 Certificate III in Forest Growing and Management and FWP30216 Certificate III in Harvesting and Haulage.

Licensing/Regulatory Information

In a number of jurisdictions some of these units are required for the issuing of a forest operator or timber harvesting operator licence.

Skill Set Requirements

FWPCOR2205 Follow WHS policies and procedures

FWPCOT3256 Apply biodiversity protection principles

FWPCOT3257 Follow cultural heritage requirements

FWPCOT3258 Comply with soil and water protection

FWPCOR2203 Follow environmental care procedures

FWPCOT3255 Apply silviculture principles

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Target Group

This skill set is for people wishing to work as a Forest or harvesting technical officer in a commercial native forest operation in the harvesting and haulage and forest growing and management sectors of the forest and wood products industry.

Suggested words for Statement of Attainment

These competencies from the FWP Forest and Wood Products Training Package meet the industry requirements for Native Forest Operator.

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FWPSS00018 Skill set for a plantation forest operator

Modification History

FWP Release 2.0

Skill set code and unit requirements updated to reflect Training Package update from FPI11 V2 to FWP Release 2.0.

FPI11 V2

Pathway qualification codes updated to reflect changes made in FPI11 V2

FPI11 V1

New skill set

Description

This skill set is for people wishing to work as a Forest or harvesting technical officer in a commercial plantation forest operation in the harvesting and haulage and forest growing and management sectors of the forest and wood products industry.

Pathways Information

These units provide credit towards a number of qualifications including FWP30116 Certificate III in Forest Growing and Management and FWP30216 Certificate III in Harvesting and Haulage.

Licensing/Regulatory Information

In a number of jurisdictions some of these units are required for the issuing of a forest operator or timber harvesting operator licence.

Skill Set Requirements

FWPCOR2205 Follow WHS policies and procedures

FWPCOT3258 Comply with soil and water protection

FWPCOR2203 Follow environmental care procedures

FWPCOT3257 Follow cultural heritage requirements

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Target Group

This skill set is for people wishing to work as a Forest or harvesting technical officer in a commercial plantation forest operation in the harvesting and haulage and forest growing and management sectors of the forest and wood products industry.

Suggested words for Statement of Attainment

These competencies from the FWP Forest and Wood Products Training Package meet the industry requirements for Plantation Forest Operator.

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FWPSS00022 Skill set for fire salvage operations

Modification History

FWP Release 2.0

Skill set code and unit requirements updated to reflect Training Package update from FPI11 V2 to FWP Release 2.0.

FPI11 V2

Pathway qualification codes updated to reflect changes made in FPI11 V2

Statement of Attainment updated to reflect 'fire salvage operations'

FPI11 V1

New skill set

Description

Not applicable.

Pathways Information

These units provide credit towards a number of qualifications including FWP30116 Certificate III in Forest Growing and Management and FWP30216 Certificate III in Harvesting and Haulage.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

FWPCOT3252 Use environmental care procedures to undertake fire salvage operations

FWPCOR2203 Follow environmental care procedures

FWPCOR2205 Follow WHS policies and procedures

Target Group

This skill set is for people wishing to work as a Forest or harvesting technical officer in a commercial plantation forest operation in the harvesting and haulage and forest growing and management sectors of the forest and wood products industry.

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Suggested words for Statement of Attainment

These competencies from the FWP Forest and Wood Products Training Package meet the industry requirements for fire salvage operations.

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FWPSS00023 Skill set for off road four wheel drive operations

Modification History

FWP Release 2.0

Skill set code and unit requirements updated to reflect Training Package update from FPI11 V2 to FWP Release 2.0.

FPI11 V2

Pathway qualification codes updated to reflect changes made in FPI11 V2

FPI11 V1

New skill set

Description

This skill set is for forestry undertaking four wheel drive operations on unsealed roads within the harvesting and haulage, forest growing and management and sawmilling sectors of the forest and wood products industry.

Pathways Information

This skill set is for forestry undertaking four wheel drive operations on unsealed roads within the harvesting and haulage, forest growing and management and sawmilling sectors of the forest and wood products industry.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

FWPFGM3215 Perform complex four wheel drive operations

FWPCOT3259 Operate a four wheel drive on unsealed roads

FWPCOT3260 Recover four wheel drive vehicles

FWPFGM3214 Operate a four wheel drive in a towing situation

FWPCOT2233 Navigate in forest areas

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Target Group

This skill set is for forestry undertaking four wheel drive operations on unsealed roads within the harvesting and haulage, forest growing and management and sawmilling sectors of the forest and wood products industry.

Suggested words for Statement of Attainment

These competencies from the FWP Forest and Wood Products Training Package meet the industry requirements Off Road Four Wheel Drive Operations.

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FWPSS00024 Skill set for soil and water protection (roading)

Modification History

FWP Release 2.0

Skill set code and unit requirements updated to reflect Training Package update from FPI11 V2 to FWP Release 2.0.

FPI11 V2

Pathway qualification codes updated to reflect changes made in FPI11 V2

FPI11 V1

New skill set

Description

Not applicable.

Pathways Information

These units provide credit towards a number of qualifications including FWP30116 Certificate III in Forest Growing and Management and FWP30216 Certificate III in Harvesting and Haulage.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

FWPCOT3258 Comply with soil and water protection

FWPCOR2203 Follow environmental care procedures

AHCSAW302 Implement erosion and sediment control measures

Target Group

This skill set is for forestry workers and people wishing to work in a forest soil and water protection role within a forestry environment.

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Suggested words for Statement of Attainment

These competencies from the FWP Forest and Wood Products Training Package meet the industry requirements for Forest Soil and Water Protection.

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FWPSS00025 Skill set for carbon accounting

Modification History

FWP Release 2.0

Skill set code and unit requirements updated to reflect Training Package update from FPI11 V2 to FWP Release 2.0.

FPI11 V2

Primary release with FPI11 Training Package V2

Description

This skill set provides the specialised skills and knowledge required to design plantations, develop a tree inventory, and undertake carbon storage sampling.

Pathways Information

These units provide credit towards a number of qualifications, including FWP60114 Advanced Diploma of Forest Industry Sustainability

Licensing/Regulatory Information

To be registered as an auditor, candidates need to meet the requirements of the National Greenhouse and Energy Reporting (NGER) guidelines as set out in the National Greenhouse and Energy Reporting Act 2007.

Further information is available at www.cleanenergyregulator.gov.au

Skill Set Requirements

FWPGM4203 Design plantations

FWPGM5219 Undertake carbon stock sampling of forests and plantations

FWPGM6203 Manage sustainable tree inventory

Target Group

The skill set is targeted at enterprises and individuals who are providing services to landowners undertaking, or wishing to undertake, farm forestry projects.

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Suggested words for Statement of Attainment

These competencies from the FWP Forest and Wood Products Training Package meet the industry requirements to design plantations, develop a tree inventory, and undertake carbon stock sampling.

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FWPSS00026 Skill set for a forestry log truck driver

Modification History

FWP Release 2.0

Skill set code and unit requirements updated to reflect Training Package update from FPI11 V2 to FWP Release 2.0.

FPI11 V2

Primary release with FPI11 Training Package V2

Description

Not applicable.

Pathways Information

This skill set provides credit towards a number of qualifications, including FWP30216 Certificate III in Harvesting and Haulage, which allows for specialisation for the role of log truck driver.

Licensing/Regulatory Information

This skill set provides credit towards a number of qualifications, including FWP30216 Certificate III in Harvesting and Haulage, which allows for specialisation for the role of log truck driver.

Skill Set Requirements

FWPCOR2203 Follow environmental care procedures

FWPCOR2205 Follow WHS policies and procedures

FWPCOT3261 Transport forestry logs using trucks

Target Group

This skill set is for people wishing to work as a log truck driver in commercial forest operations in the harvesting and haulage sector of the forest and wood products industry.

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Suggested words for Statement of Attainment

These competencies from the FWP Forest and Wood Products Training Package meet the industry requirements for driving a log truck, as well as knowing the workplace procedures for loading and unloading log trucks. They may meet state and territory licensing requirements for driving heavy vehicles that transport forestry logs, depending on individual state requirements.

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FWPSS00027 Skill set for a forestry produce truck driver

Modification History

FWP Release 2.0

Skill set code and unit requirements updated to reflect Training Package update from FPI11 V2 to FWP Release 2.0.

FPI11 V2

Primary release with FPI11 Training Package V2

Description

Not applicable.

Pathways Information

This skill set provides credit towards a number of qualifications, including FWP30216 Certificate III in Harvesting and Haulage.

Licensing/Regulatory Information

In a number of jurisdictions, some of the units in this skill set are required for the issuing of licences to drive heavy vehicles, which include vehicles required to transport forestry produce from a forestry harvesting site.

Skill Set Requirements

FWPCOR2203 Follow environmental care procedures

FWPCOR2205 Follow WHS policies and procedures

FWPCOT3262 Transport forestry produce using trucks

Target Group

This skill set is for people wishing to work as a truck driver transporting forestry produce (apart from forestry logs) in commercial forest operations in the harvesting and haulage sector of the forest and wood products industry.

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Suggested words for Statement of Attainment

These competencies from the FWP Forest and Wood Products Training Package meet the industry requirements for driving a heavy vehicle used for the transport of forestry produce. They may meet state and territory licensing requirements for driving heavy vehicles that transport forestry produce, depending on individual state requirements.

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FWPSS00028 Skill set for a finger jointing plant operator

Modification History

FWP Release 2.0

Skill set code and unit requirements updated to reflect Training Package update from FPI11 V2 to FWP Release 2.0.

FPI11 V2

Primary release with FPI11 Training Package V2

Description

Not applicable.

Pathways Information

These units provide credit towards a number of qualifications, including:

FWP30316 Certificate III in Sawmilling and Processing

FWP30516 Certificate III in Timber Manufactured Products

FWP30816 Certificate III in Wood Machining

Licensing/Regulatory Information

General workplace legislative and regulatory requirements apply to the units in this skill set; however there are no specific licensing or certification requirements at the time of publication.

Skill Set Requirements

FWPCOT2209 Produce finger jointed timber

FWPCOT3207 Set up, operate and maintain finger jointing operations

FWPCOT3212 Replace saws, blades and guides

MEM18011C Shut down and isolate machines/equipment

Target Group

This skill set is for people who set up, operate and maintain finger jointing operations in a forest and wood products factory setting. Their job role will involve planning production parameters, maintaining and replacing equipment, resolving problems, shutting down and isolating equipment as required to produce finger jointed timber to required specifications.

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Suggested words for Statement of Attainment

These competencies from the FWP Forest and Wood Products Training Package meet the industry requirements for setting up, operating and maintaining finger jointing operations to produce finger jointed timber according to established production parameters.

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FWPSS00029 Skill set for a finger jointing moulder operator

Modification History

Release	Comments
Release 2	This version released with FWP Forest and Wood Products Training Package Version 4.0. Updated units of competency.
Release 1	This version released with FWP Forest and Wood Products Training Package Version 2.0. This skill set supersedes and is equivalent to FPISS00030 Skill set for a finger jointing moulder operator.

Description

This skill set reflects the job role of wood machinists who dress, profile, finger joint and assess timber against specifications in a sawmill environment.

Pathways Information

These units provide credit towards a number of qualifications including:

- FWP30316 Certificate III in Sawmilling and Processing
- FWP30516 Certificate III in Timber Manufactured Products
- FWP30816 Certificate III in Wood Machining

Licensing/Regulatory Information

No occupational licensing or regulatory requirements apply to this skill set at the time of publication.

Skill Set Requirements

- FWPCOR3204 Visually assess materials
- FWPCOT3217 Assess and maintain cutter performance
- FWPCOT3266 Dress timber using multi-headed machines

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Target Group

This skill set is for people who assess and maintain cutter performance and dressing boards using multi-headed machines in a forest products factory setting that produces finger jointed timber.

Suggested words for Statement of Attainment

These competencies from the *FWP Forest and Wood Products Training Package* meet the industry requirements for planning and evaluating dressing conditions and processes to set, adjust and maintain cutters and equipment for finger jointed timber. The competencies also meet industry requirements to inspect and test moulding and planing machines and other associated equipment for moulder operators producing finger jointed timber.

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FWPSS00030 Skill set for a finger jointing grader operator

Modification History

FWP Release 2.0

Skill set code and unit requirements updated to reflect Training Package update from FPI11 V2 to FWP Release 2.0.

FPI11 V2

Primary release with FPI11 Training Package V2

Description

Not applicable.

Pathways Information

These units provide credit towards a number of qualifications, including:

FWP30316Certificate III in Sawmilling and Processing

FWP30516 Certificate III in Timber Manufactured Products

Licensing/Regulatory Information

General workplace legislative and regulatory requirements apply to the units in this skill set; however there are no specific licensing or certification requirements at the time of publication.

Skill Set Requirements

FWPCOR3204 Visually assess materials

FWPCOT2210B Tally material

FWPCOT3245B Grade, sort and mark material

Target Group

This skill set is for people who grade, sort and mark material in a forest and wood products factory setting that produces finger jointed timber.

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Suggested words for Statement of Attainment

These competencies from the FPI11 Forest and Wood Products Training Package meet the industry requirements to visually evaluate material characteristics and features for classification into various strength or appearance grades suitable for the production of finger jointed timber.

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FWPSS00031 Skill set for a finger jointing quality control tester

Modification History

WP Release 2.0

Skill set code and unit requirements updated to reflect Training Package update from FPI11 V2 to FWP Release 2.0.

FPI11 V2

Primary release with FPI11 Training Package V2

Description

Not applicable.

Pathways Information

These units provide credit towards a number of qualifications including:

FWP30316 Certificate III in Sawmilling and Processing

FWP30516 Certificate III in Timber Manufactured Products

Licensing/Regulatory Information

General workplace legislative and regulatory requirements apply to the units in this skill set; however there are no specific licensing or certification requirements at the time of publication.

Skill Set Requirements

FWPCOR3202 Conduct quality and product care procedures

FWPCOR3204 Visually assess materials

FWPCOT3208 Test strength of joints

Target Group

This skill set is for people who conduct quality and product care procedures and test strength of joints for finger jointed timber in a forest and wood products factory setting.

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Suggested words for Statement of Attainment

This skill set is for people who conduct quality and product care procedures and test strength of joints for finger jointed timber in a forest and wood products factory setting.

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FWPSS00032 Skill set for a crawler tractor operator

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 3.0. It supersedes and is not equivalent to FWPSS00011 - Skill set for a crawler/dozer operator (Release 1). It was updated to include one improved unit of competency: FWPHAR3224 replaces FWPHAR3216

Description

This skill set is designed to meet industry requirements for activities related to crawler tractor operations in a commercial forest harvesting environment or the harvesting and haulage sector of the forest and wood products industry.

^ From 1 July 2022 the unit HLTAID003 must no longer be delivered and will be replaced in the Packaging Rules by the unit HLTAID011 - for more information see: https://asqa.gov.au/news-events/news/reminder-about-superseded-hlt-first-aid-units

Pathways Information

These units of competency provide credit towards a number of qualifications including FWP30216 Certificate III in Harvesting and Haulage.

Licensing/Regulatory Information

No occupational licensing or regulatory requirements apply to this skill set at the time of publication.

Skill Set Requirements

- FWPCOR2203 Follow environmental care procedures
- FWPCOR2205 Follow WHS policies and procedures
- FWPHAR3224 Operate crawler tractor
- HLTAID003 Provide first aid
- **^ HLTAID011 Provide First Aid (must be delivered from 1 July 2022)**

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Target Group

This skill set is for people wishing to work as a crawler tractor operator in a commercial forest operation in the harvesting and haulage sector of the forest and wood products industry.

Suggested words for Statement of Attainment

These competencies from the FWP Forest and Wood Products Training Package meet the industry requirements for operating a crawler tractor in a commercial forest harvesting environment.

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FWPSS00033 Skill set for a feller buncher operator

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 3.0. It supersedes and is not equivalent to FWPSS00012 Skill set for a feller buncher operator (Release 1). It was updated to include one improved unit of competency: FWPHAR3226 replaces FWPHAR3207

Description

This skill set is designed to meet industry requirements for activities related to feller buncher operations in a commercial forest harvesting environment or the harvesting and haulage sector of the forest and wood products industry.

^ From 1 July 2022 the unit HLTAID003 must no longer be delivered and will be replaced in the Packaging Rules by the unit HLTAID011 - for more information see: https://asqa.gov.au/news-events/news/reminder-about-superseded-hlt-first-aid-units

Pathways Information

These units of competency provide credit towards a number of qualifications including FWP30216 Certificate III in Harvesting and Haulage.

Licensing/Regulatory Information

No occupational licensing or regulatory requirements apply to this skill set at the time of publication.

Skill Set Requirements

- FWPCOR2203 Follow environmental care procedures
- FWPCOR2205 Follow WHS policies and procedures
- FWPHAR3226 Operate feller buncher

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- HLTAID003 Provide first aid
- **^ HLTAID011 Provide First Aid (must be delivered from 1 July 2022)**

Target Group

This skill set is for people wishing to work as a feller buncher operator in a commercial forest operation in the harvesting and haulage sector of the forest and wood products industry.

Suggested words for Statement of Attainment

These competencies from the FWP Forest and Wood Products Training Package meet the industry requirements for operating a feller buncher in a commercial forest harvesting environment.

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FWPSS00034 Skill set for a forwarder operator

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 3.0. It supersedes and is not equivalent to FWPSS00013 Skill set for a forwarder operator (Release 1). It was updated to include one improved unit of competency: FWPHAR3227 replaces FWPHAR3206

Description

This skill set is designed to meet industry requirements for activities related to forwarder operations in a commercial forest harvesting environment or the harvesting and haulage sector of the forest and wood products industry.

^ From 1 July 2022 the unit HLTAID003 must no longer be delivered and will be replaced in the Packaging Rules by the unit HLTAID011 - for more information see: https://asqa.gov.au/news-events/news/reminder-about-superseded-hlt-first-aid-units

Pathways Information

These units of competency provide credit towards a number of qualifications including FWP30216 Certificate III in Harvesting and Haulage.

Licensing/Regulatory Information

No occupational licensing or regulatory requirements apply to this skill set at the time of publication.

Skill Set Requirements

- FWPCOR2203 Follow environmental care procedures
- FWPCOR2205 Follow WHS policies and procedures
- FWPHAR3227 Operate forwarder
- HLTAID003 Provide first aid
- **^ HLTAID011 Provide First Aid (must be delivered from 1 July 2022)**

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Target Group

This skill set is for people wishing to work as a forwarder operator in a commercial forest operation in the harvesting and haulage sector of the forest and wood products industry.

Suggested words for Statement of Attainment

These competencies from the FWP Forest and Wood Products Training Package meet the industry requirements for operating a forwarder in a commercial forest harvesting environment.

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FWPSS00035 Skill set for a loader operator

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 3.0. It supersedes and is not equivalent to FWPSS00015 Skill set for a loader operator (Release 1). It was updated to include one improved unit of competency: FWPHAR3228 replaces FWPHAR3218

Description

This skill set is designed to meet industry requirements for activities related to loader operations in a commercial forest harvesting environment or the harvesting and haulage sector of the forest and wood products industry.

^ From 1 July 2022 the unit HLTAID003 must no longer be delivered and will be replaced in the Packaging Rules by the unit HLTAID011 - for more information see: https://asqa.gov.au/news-events/news/reminder-about-superseded-hlt-first-aid-units

Pathways Information

These units of competency provide credit towards a number of qualifications including FWP30216 Certificate III in Harvesting and Haulage.

Licensing/Regulatory Information

No occupational licensing or regulatory requirements apply to this skill set at the time of publication.

Skill Set Requirements

- FWPCOR2203 Follow environmental care procedures
- FWPCOR2205 Follow WHS policies and procedures
- FWPHAR3228 Operate loader
- HLTAID003 Provide first aid
- **^ HLTAID011 Provide First Aid (must be delivered from 1 July 2022)**

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Target Group

This skill set is for people wishing to work as a loader operator in a commercial forest operation in the harvesting and haulage sector of the forest and wood products industry.

Suggested words for Statement of Attainment

These competencies from the FWP Forest and Wood Products Training Package meet the industry requirements for operating a loader in a commercial forest harvesting environment.

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FWPSS00036 Skill set for a single grip harvester operator

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 3.0. It supersedes and is not equivalent to FWPSS00019 Skill set for a single grip harvester operator (Release 1). It was updated to include one improved unit of competency: FWPHAR3229 replaces FWPHAR3214

Description

This skill set is designed to meet industry requirements for activities related to single grip harvester operations in a commercial forest harvesting environment or the harvesting and haulage sector of the forest and wood products industry.

^ From 1 July 2022 the unit HLTAID003 must no longer be delivered and will be replaced in the Packaging Rules by the unit HLTAID011 - for more information see: https://asqa.gov.au/news-events/news/reminder-about-superseded-hlt-first-aid-units

Pathways Information

These units of competency provide credit towards a number of qualifications including FWP30216 Certificate III in Harvesting and Haulage.

Licensing/Regulatory Information

No occupational licensing or regulatory requirements apply to this skill set at the time of publication.

Skill Set Requirements

- FWPCOR2203 Follow environmental care procedures
- FWPCOR2205 Follow WHS policies and procedures
- FWPHAR3229 Operate single grip harvester
- HLTAID003 Provide first aid
- **^ HLTAID011 Provide First Aid (must be delivered from 1 July 2022)**

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Target Group

This skill set is for people wishing to work as a single gip harvester operator in a commercial forest operation in the harvesting and haulage sector of the forest and wood products industry.

Suggested words for Statement of Attainment

These competencies from the FWP Forest and Wood Products Training Package meet the industry requirements for operating a single grip harvester in a commercial forest harvesting environment.

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FWPSS00037 Skill set for a skidder operator

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 3.0. It supersedes and is not equivalent to FWPSS00020 Skill set for a single grip harvester operator (Release 1). It was updated to include one improved unit of competency: FWPHAR3230 replaces FWPHAR3217

Description

This skill set is designed to meet industry requirements for activities related to skidder operations in a commercial forest harvesting environment or the harvesting and haulage sector of the forest and wood products industry.

^ From 1 July 2022 the unit HLTAID003 must no longer be delivered and will be replaced in the Packaging Rules by the unit HLTAID011 - for more information see: https://asqa.gov.au/news-events/news/reminder-about-superseded-hlt-first-aid-units

Pathways Information

These units of competency provide credit towards a number of qualifications including FWP30216 Certificate III in Harvesting and Haulage.

Licensing/Regulatory Information

No occupational licensing or regulatory requirements apply to this skill set at the time of publication.

Skill Set Requirements

- FWPCOR2203 Follow environmental care procedures
- FWPCOR2205 Follow WHS policies and procedures
- FWPHAR3230 Operate skidder
- HLTAID003 Provide first aid

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- **^ HLTAID011 Provide First Aid (must be delivered from 1 July 2022)**

Target Group

This skill set is for people wishing to work as a skidder operator in a commercial forest operation in the harvesting and haulage sector of the forest and wood products industry.

Suggested words for Statement of Attainment

These competencies from the FWP Forest and Wood Products Training Package meet the industry requirements for operating a skidder in a commercial forest harvesting environment.

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FWPSS00038 Skill set for an excavator with log grapple operator

Modification History

Release	Comments
Release 1	This version released with FWP Forest and Wood Products Training Package Version 3.0. It supersedes and is not equivalent to FWPSS00021 Skill set for a single grip harvester operator (Release 1). It was updated to include one improved unit of competency: FWPHAR3225 replaces FWPHAR3219

Description

This skill set is designed to meet industry requirements for activities related to excavator with log grapple operations in a commercial forest harvesting environment or the harvesting and haulage sector of the forest and wood products industry.

^ From 1 July 2022 the unit HLTAID003 must no longer be delivered and will be replaced in the Packaging Rules by the unit HLTAID011 - for more information see: https://asqa.gov.au/news-events/news/reminder-about-superseded-hlt-first-aid-units

Pathways Information

These units of competency provide credit towards a number of qualifications including FWP30216 Certificate III in Harvesting and Haulage.

Licensing/Regulatory Information

No occupational licensing or regulatory requirements apply to this skill set at the time of publication.

Skill Set Requirements

- FWPCOR2203 Follow environmental care procedures
- FWPCOR2205 Follow WHS policies and procedures
- FWPHAR3225 Operate excavator with log grapple
- HLTAID003 Provide first aid
- **^ HLTAID011 Provide First Aid (must be delivered from 1 July 2022)**

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Target Group

This skill set is for people wishing to work as an excavator with log grapple operator in a commercial forest operation in the harvesting and haulage sector of the forest and wood products industry.

Suggested words for Statement of Attainment

These competencies from the FWP Forest and Wood Products Training Package meet the industry requirements for operating an excavator with log grapple in a commercial forest harvesting environment.

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