



Australian Government

Department of Education, Employment and Workplace Relations

FPICOT3222B Present forestry information and interpretations programs

Release: 1

FPICOT3222B Present forestry information and interpretations programs

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the outcomes required to deliver forestry information and interpretations programs to a range of client groups. The unit includes evaluation of program outcomes

General workplace legislative and regulatory requirements apply to this unit; however there are no specific licensing or certification requirements at the time of publication

This unit replaces FPICOT3222A Present forestry information and interpretations programs

Application of the Unit

Application of the unit

The unit involves presenting forestry information and interpretations programs in a range of work environment settings

The skills and knowledge required for competent workplace performance are to be used within the scope of the person's job and authority

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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 information and interpretations programs	1.1. Applicable occupational health and safety (OHS), environmental, legislative and organisational requirements relevant to presenting forestry information and interpretations programs are identified and followed 1.2. Suitable activities are identified and assessed against existing programs and organisational priorities 1.3. Necessary approvals are obtained from appropriate personnel and resources are organised in line with organisational procedures 1.4. Promotional material is developed in a format suitable for dissemination to target participants in line with program timeframes 1.5. Communication with others is established and maintained in line with OHS requirements
2. Conduct information and interpretations programs	2.1. Information and interpretations programs are conducted to meet identified objectives that are suitable to the size and nature of target participants 2.2. Particular needs of participants are catered for in the design and delivery of programs in line with organisational procedures 2.3. Appropriate presentation methods, equipment and materials are used to enhance participant interest and involvement 2.4. Problems are identified and resolved promptly in line with organisational procedures
3. Evaluate presentations	3.1. Program presentation is monitored and evaluated in line with organisational procedures 3.2. Feedback is collected and analysed against program objectives in line with organisational procedures 3.3. Materials and format used are evaluated and results documented in line with organisational procedures 3.4. Program processes are recorded and reported to the appropriate personnel

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- Technical skills sufficient to use a range of presentation equipment and materials
- Communication skills sufficient to use appropriate communication and interpersonal techniques and methods with colleagues and others; negotiate and liaise with internal and external bodies and groups; research and present information orally and in writing to a wide range of individuals and groups
- Literacy skills sufficient to record and report workplace information; maintain documentation; collate and assess information against specified criteria; prepare and edit explanatory material for the general public
- Numeracy skills sufficient to measure, estimate and calculate time required to complete a task
- Problem solving skills sufficient to identify problems and equipment faults; demonstrate appropriate response procedures

Required knowledge

- Applicable commonwealth, state or territory legislation, regulations, standards, codes of practice and established safe practices relevant to the full range of processes for presenting forestry information and interpretations programs
- Environmental protection requirements, including the safe disposal of waste material (including preservative treated timber), the safe use and storage of chemicals, the minimisation of carbon emissions, the cleaning of plant, tools and equipment, 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 presenting forestry information and interpretations programs
- Environmental risks and hazards
- Criteria for recycling and re-using timber or material with defects or sub-standard timber or material
- Using energy effectively and efficiently
- Using material effectively and efficiently
- Media relations and marketing principles and processes
- Recognition of participant characteristics, including language and literacy and numeracy skills, cultural background, and previous experience
- Appropriate training locations within a workplace
- Computer-based presentation techniques and tools
- Established communication channels and protocols
- Problem identification and resolution strategies, and common fault finding techniques
- Types of tools and equipment, and procedures for their safe use and maintenance
- Appropriate mathematical procedures for estimating and measuring, including calculating time to complete tasks

REQUIRED SKILLS AND KNOWLEDGE

- Procedures for recording and reporting workplace information

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 provide evidence that they can safely and efficiently identify suitable activities and deliver information and interpretations programs to a wide range of clients

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, and satisfy, all of the requirements of the elements of this unit and include demonstration of:

- following applicable commonwealth, state or territory legislative and regulatory requirements and codes of practice relevant to presenting forestry information and interpretations programs
- following organisational policies and procedures relevant to presenting forestry information and interpretations programs
- identifying suitable activities and delivering information and interpretations programs suitable to participant needs and program objectives
- evaluating and promoting information and interpretations programs and introducing improvements where necessary

Context of and specific resources for assessment

- Competency is to be assessed in the workplace or realistically simulated workplace
- Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
- Assessment of required knowledge, other than confirmatory questions, will usually be conducted in an off-site context
- Assessment is to follow relevant regulatory or Australian Standards requirements
- The following resources should be made available:
 - workplace location or simulated workplace
 - materials and equipment relevant to undertaking work applicable to this unit
 - specifications and work instructions

EVIDENCE GUIDE

Method of assessment

- Assessment must satisfy the endorsed Assessment Guidelines of the FPI11 Training Package
- Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of required knowledge
- Assessment must be by direct observation of tasks, with questioning on required knowledge and it must also reinforce the integration of employability skills
- Assessment methods must confirm the ability to access and correctly interpret and apply the required knowledge
- Assessment may be applied under project-related conditions (real or simulated) and require evidence of process
- Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances
- Assessment may be in conjunction with assessment of other units of competency
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language backgrounds other than English
- Where the participant has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

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.

RANGE STATEMENT

OHS requirements:

are to be in line with applicable commonwealth, state or territory legislation and regulations, and organisational safety policies and procedures, and may include:

- personal protective equipment and clothing
- safety equipment
- first aid equipment
- fire fighting equipment
- hazard and risk control
- fatigue management
- elimination of hazardous materials and substances
- safe forest practices, including required actions relating to forest fire
- manual handling including shifting, lifting and carrying

Environmental requirements may include:

- legislation
- organisational policies and procedures
- workplace practices

Legislative requirements:

are to be in line with applicable commonwealth, state or territory legislation, regulations, certification requirements and codes of practice and may include:

- award and enterprise agreements
- industrial relations
- Australian Standards
- confidentiality and privacy
- OHS
- the environment
- equal opportunity
- anti-discrimination
- relevant industry codes of practice
- duty of care

Organisational requirements may include:

- legal
- organisational and site guidelines
- policies and procedures relating to own role and responsibility
- quality assurance
- procedural manuals
- quality and continuous improvement

RANGE STATEMENT

	- processes and standards • OHS, emergency and evacuation procedures • ethical standards • recording and reporting requirements • equipment use, maintenance and storage requirements • environmental management requirements (waste minimisation and disposal, recycling and re-use guidelines)
Information and interpretations programs:	• aim to enhance the understanding and skills of a range of clients for a range of purposes • reflect a wide knowledge of forest growing and management resources and practices
Activities may include:	• seminars • talks • lectures • information in in-house publications • exhibitions • media releases • technology-based training • skills-based training • marketing and promotional programs
Appropriate personnel may include:	• senior management representatives • client group representatives • technical specialists within the organisation • internal education • training and development staff • outside experts
Resources may include:	• venue • equipment • materials • tools
Participants may include:	• 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 should provide such a service to meet public and social accountability requirements

RANGE STATEMENT

Communication may include:

- school children
- people with an interest in the forest
- verbal and non-verbal language
- constructive feedback
- active listening
- questioning to clarify and confirm understanding
- use of positive, confident and cooperative language
- use of language and concepts appropriate to individual social and cultural differences
- control of tone of voice

Methods may be:

- formal or informal
- on-the-job or off-the-job, and may include incorporation in induction programs and documentation
- training in the use of forest growing and management services and tools
- advertising in newsletters
- briefing sessions and seminars
- leaflets, booklets and 'how to' guides
- computer-based presentations
- technology-based training

Records and reports may relate to:

- presentation notes
- participant attendance
- venue hire and catering
- equipment
- budget

and may be:

- manual
- a computer-based system
- other appropriate organisational communication system

Unit Sector(s)

Not Applicable

Competency field

Competency field Common Technical