



**Australian Government**

# **FWPCOT5202 Manage forestry information and interpretations programs**

**Release: 1**

# 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                                                                                                                                                                                   |
|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.</i> |
| 1. Identify program                              | 1.1 Source information relevant to information and interpretation                                                                                                                                      |

| ELEMENTS                                                       | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| strategies                                                     | <p>programs.</p> <p>1.2 Monitor trends and developments to provide effective information and interpretation programs.</p> <p>1.3 Evaluate industry trends, client needs, community issues and organisational practices.</p> <p>1.4 Determine objectives and strategies for information and interpretation programs to meet client groups and organisational needs.</p>                                                         |
| 2. Plan information and interpretation programs                | <p>2.1 Determine and develop program topics in consultation with appropriate personnel.</p> <p>2.2 Integrate information and interpretation programs with other relevant organisational programs and activities.</p> <p>2.3 Determine and document measurable performance indicators to judge program effectiveness.</p> <p>2.4 Clearly document plan and performance indicators and communicate to appropriate personnel.</p> |
| 3. Promote and monitor information and interpretation programs | <p>3.1 Promote information and interpretation programs to appropriate client groups, in line with documented plan and organisational procedures.</p> <p>3.2 Establish and implement program monitoring mechanisms.</p> <p>3.3 Monitor promotional activities in consultation with client groups and appropriate personnel.</p>                                                                                                 |
| 4. Evaluate programs                                           | <p>4.1 Evaluate programs against documented plan and objectives and data from monitoring activities</p> <p>4.2 Analyse programs to verify effectiveness in meeting objectives and to identify future program improvements.</p> <p>4.3 Prepare recommendations for future programs based on consultation and analysis.</p>                                                                                                      |

## Foundation Skills

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

|                               |                                                                                                                                                                                    |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Oral communication skills to: | <ul style="list-style-type: none"> <li>Hold high-level consultative discussions to generate ideas for and negotiate content of information and interpretation programs.</li> </ul> |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                    |                                                                                                                                                                                                                                                                                                         |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading skills to:                 | <ul style="list-style-type: none"><li>• Interpret complex information in a range of internal and external source documents to plan information and interpretation programs.</li></ul>                                                                                                                   |
| Writing skills to:                 | <ul style="list-style-type: none"><li>• Develop and document comprehensive program plans.</li><li>• Clearly articulate key performance indicators in quantifiable language.</li><li>• Report on effectiveness of programs and potential improvements including rationale for recommendations.</li></ul> |
| Planning and organising skills to: | <ul style="list-style-type: none"><li>• Source, collect and organise a range of data to inform program content</li><li>• Plan and manage own timing and productivity to plan, implement and evaluate information and interpretation programs.</li></ul>                                                 |
| Technology skills to:              | <ul style="list-style-type: none"><li>• Use a computer, keyboard and software to prepare program plans, content and promotional material.</li></ul>                                                                                                                                                     |

## 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>

# Assessment Requirements for FWPCOT5202 Manage forestry information and interpretations programs

## Modification History

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

## Performance Evidence

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

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

## Knowledge Evidence

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

- Trends in community perception of forest growing and management practices

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

- Creative writing techniques used for the content of promotional materials
- Ways to express performance indicators in quantifiable language
- Methods to evaluate program effectiveness against plans, aims and performance indicators

## Assessment Conditions

The following resources must be made available:

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

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

Assessor requirements

Assessors must:

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

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