



Australian
Industry and
Skills Committee

RESPONDING AND ASSISTING IN BUSHFIRES

FWP Forest and Wood Products Training Package
Version 8.0
Case for Endorsement - PART 2

Name of allocated IRC(s): Forest Management and Harvesting
Name of the SSO: Skills Impact

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1. Administrative details of the Case for Endorsement

Refer to **Attachment A** for the title and code for each of the training package components that are submitted for approval, and an indication of whether these are updated (including equivalence or non-equivalence status), new or deleted products.

The FWP Forest and Wood Products Training Package Version 8.0 Case for Endorsement comprises two parts:

- Part 1 - Sawmilling and Timber Processing project and other related updates (Allocated Industry Reference Committee - Timber and Wood Processing)
- Part 2 - Responding and Assisting in Bushfires project (Allocated Industry Reference Committee - Forest Management and Harvesting).

This document is for Part 2 - Responding and Assisting in Bushfires project.

1.1 Case for Change details

The Case for Change (Reference number: Skills Impact/TPD/2021-22-01) was approved on 21 August 2020. The requirements set by the Australian Industry and Skills Committee (AISC) in relation to the training package development work for the *FWP Forest and Wood Products Training Package* are:

- Review and update 17 units of competency
- Create up to 2 new units of competency.

Note: This project reviewed and updated 4 units of competency, including 3 of the 17 units listed for review, and 1 additional unit not originally on the project scope. These units cover skills in chainsaw operations, and they were revised in response to stakeholder feedback to address a training delivery issue with the frequency of performance evidence. No adjustments were required in any of the 17 units to fill skill gaps in relation to bushfire recovery operations. According to stakeholder consultations, not everyone who could benefit from these units is involved in or requires skills related to bushfire recovery. As a result, it was determined that the application of the 17 units should not be altered but continue to support their original purpose. It should also be noted that all these units were fully reviewed in 2018 and 2021 as part of the [New Timber Harvesting Technologies Project](#), [Entry Level Forestry Skills Project](#) and [High-Level Forestry Skills Project](#).

1.2 Timeframes and delays

The project has been delivered within the agreed timeframe. Acceptance by the Commonwealth of the Case for Endorsement is scheduled for 17 August 2022.

2. Changes to training products and how these will meet the needs of industry

Refer to **Attachment B** for information on how the proposed updates to qualifications will better support job roles in industry.

Industry representatives stated in the 2021 Annual Update to the IRC Skills Forecast and Proposed Schedule of Work for the Australian Forest and Wood Products Industry and during project development, that a range of skill gaps emerged in the 2019-2020 bushfires, particularly in relation to effective communication and awareness of hazards associated with recovery activities.

Consultation with a wide range of important stakeholders, such as forestry and arboriculture representatives, government agencies, and public safety and emergency services, resulted in the following key messages and training package solutions:

- Support for the development of national skill standards for the key role that forestry operators, arborists and other contractors play in supporting the vegetation clearing and clean-up operations post-bushfire in

terms of communicating efficiently with others involved in bushfire recovery and assessing the hazard of fire affected or fire damaged trees during the early stages of bushfire recovery:

- Created 2 new units of competency to be housed within the FWP Training Package. One unit focuses on the communication skills required of contractors engaged by local councils or other authorities to perform vegetation clearing after a bushfire. The second unit focusses on the skills of personnel who are authorised to perform tree hazard assessment during the early stages of bushfire recovery operations and must take immediate actions to prevent harm and hazards.

Note: Created 1 additional new unit of competency to be housed within the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package*. This unit was initially created for skills required to conduct assessment of risks, health and values of fire-affected or fire-damaged trees during bushfire recovery. However, following further consultation, it was deemed too highly specialised and specific to the skills and needs of professional arborists working in this space. Therefore, this additional unit of competency is now scheduled to be submitted as part of the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package* Version 9.0 Case for Endorsement later this year in order to close the training gap that was fortuitously identified through this project.

In addition, stakeholders reported issues with the implementation of 4 FWP units of competency on chainsaw operations. Key messages and the subsequent changes to training products include:

- Support for reviewing the volume of performance evidence as the existing number of trees required per student for skill assessment is no longer practical, especially in non-forestry settings, due to environmental awareness and constraints.
 - Amended 4 existing units of competency to shift the focus of the Performance Evidence from demonstrating skill in felling of a set number of trees to demonstrating skills in both cutting and felling techniques in a separate process, decreasing the number of trees required to be felled from 4 or 6 to 2.

Additional changes - for endorsement

Additional changes have been undertaken and endorsed by the Forest Management and Harvesting IRC to:

- 2 qualifications to update elective unit codes and titles within a specialisation, which have changed as a result of this project in the Case for Endorsement.

Additional minor changes - not for endorsement

Additional minor changes have been undertaken and endorsed by the Forest Management and Harvesting IRC to:

- 1 qualification to add elective units of competency that have been created as part of the submitted project and Case for Endorsement, and
- 1 unit of competency to clarify wording to a performance criterion.

The following components resulted from the work undertaken in the submitted project:

Case for Change Requirements		Components for endorsement in FWP V8.0
Responding and Assisting in Bushfires Project	Original Case for Change: <ul style="list-style-type: none"> • Review and update 17 units of competency, and • Create up to 2 new units of competency. 	<ul style="list-style-type: none"> • 6 units of competency: <ul style="list-style-type: none"> • 4 updated units • 2 new units.
Additional changes - for endorsement	<ul style="list-style-type: none"> • Not applicable 	<ul style="list-style-type: none"> • 2 qualifications with changes to elective units within a specialisation endorsed by IRC.
Additional minor changes - not for endorsement	<ul style="list-style-type: none"> • Not applicable 	<ul style="list-style-type: none"> • 1 qualification with minor updates endorsed by IRC • 1 unit of competency with minor changes to a performance criteria endorsed by IRC.

3. Stakeholder consultation strategy

Refer to **Attachment C** for:

- *list of stakeholders that actively participated in consultation on the project*
- *summary feedback provided by stakeholder type and the IRCs response to this feedback*
- *summary of issues raised during stakeholder consultation and the IRCs response to these issues*

3.1 Identification of stakeholders

Stakeholders targeted for participation in this project included representatives from:

- Forest and arboriculture employers and associations,
- Fire and emergency services,
- Registered training organisations (RTOs),
- Forest Management and Harvesting IRC and Public Services IRC,
- Skills advisory bodies, and
- The Construction, Forestry, Maritime, Mining and Energy Union.

Stakeholders were contacted directly by email and phone, as well as through editorials in external industry publications and news alerts inviting interested parties to contribute. A series of public consultation sessions were also widely advertised and held via Zoom.

3.2 Strategies for engaging stakeholders

Consultation activities included:

- A project page was set up on the Skills Impact website with information about the project, including updates on its progress:
 - <https://www.skillsimpact.com.au/forest-management-and-harvesting/training-package-projects/responding-and-assisting-in-bushfires-project/>
- Stakeholders identified as potentially interested in the project were contacted via phone or email on commencement of the project during October-December 2021.
- Phone discussions and online meetings were held with individual subject matter experts throughout all stages of development.
- Forest Management and Harvesting IRC and Public Services IRC were updated throughout the project, and in turn, they informed their industry networks.
- The Australasian Fire and Emergency Service Authorities Council (AFAC), the Australian Forest Products Association's Safety Committee and the Tasmanian Forest Industry Fire Management Committee (FIFMC) received regular updates on the project.
- Members of the NSW ITAB received updates on the project during their regularly scheduled meetings.
- Messaging about project in external publications:
 - Daily Timber News
 - Leaflet
- Relevant industry associations and Regional Forestry Hubs were invited to encourage project participation and/or publish news articles to their members.
- News articles and updates were included in Skills Impact's newsletters throughout the project. News articles and updates were distributed using the Skills Impact database of subscribers and on the Skills Impact website as news articles.
- News articles were shared on the Skills Impact and Frostworks' Twitter and LinkedIn accounts.
- Monthly emails and newsletters were sent to state and territory training authorities, VET regulators, industry training advisory bodies (ITABs) and other stakeholders to provide project updates.
- Online consultation sessions were held for the first draft and validation components. Additionally, opportunities for feedback were made available via online feedback hub and email/phone.
- All identified stakeholders were kept informed throughout the review. They were regularly invited to provide feedback on draft components. A variety of review methods were made available, including a link on the project webpage to the feedback hub, emails with drafts attached, and follow-up emails and phone calls.

3.3 Participation by different types of stakeholders

The project required the participation of identified types of stakeholders from states and territories with bushfire-prone areas, and stakeholders involved in the provision of skills to fell or trim and cut trees with a chainsaw.

Every effort was made to inform as many stakeholders as possible about the project and updates to the training package products. 74 stakeholders (38 for bushfire recovery and 36 for chainsaw operations) from across the states were contacted directly via email to engage in project consultations. These individuals included representatives from:

- Employers
- Industry associations and councils
- Government agencies / fire and emergency services
- Union
- RTOs and skills advisory bodies
- State and Territory Training Authorities (STAs).

The majority of industry associations and councils distributed the project's information and links to draft training package products to their members to encourage participation. Along with the news updates issued by Skills Impact, editorial and advertisement messages about the project and its consultations were published in external industry publications such as Daily Timber News and Leaflet. Representatives from the Construction Forestry Maritime Mining and Energy Union (CFMMEU) were kept informed of the project and encouraged to communicate it to members.

Subject matter experts were contacted directly early in the project development. The initial contact was made via email and follow-up phone calls, with the purpose of introducing the project, explaining the process, and soliciting their expertise in the project. Following that, they were provided with project information that was then discussed in workshops and individually. Multiple online meetings were scheduled with individual stakeholders during the development stage to progress the development of the new training package components or clarify feedback received.

All project participants received progress reports and updated information pertinent to their area of interest via email throughout the duration of the project. Additional opportunities for review and feedback on the training package products were made available as part of the public consultation stages, including online consultation sessions and materials uploaded to the Skills Impact project page.

Furthermore, the consultation timelines were extended to accommodate stakeholders who indicated that they needed more time to review and provide feedback due to workload commitments.

The online consultation meetings, which were organised for both individual and group participation, ensured that stakeholders from rural, regional, and remote areas, as well as all states and territories, could participate in a flexible manner, allowing for a time that suited each project participant regardless of location.

Stakeholders engaged during the project are described in the matrix below, with a full list of all engaged stakeholders available in **Attachment C**.

	ACT*	NSW	NT*	Qld	SA	TAS	VIC	WA	National
Employers (Non-IRC)									
Government department									
Industry Reference Committee (IRC) Representatives									
Peak Industry Bodies									
Registered Training Organisations (RTO)									
Regulators	Not applicable								

State and Territory Training Authorities (STAs)									
Training Boards/Other									
Unions									

* The table above reflects the states that are highly affected by bushfires, requiring substantial human resources for vegetation clearing activities. See Attachment C for details of stakeholder feedback.

4. Evidence of industry support

4.1 Industry support

Stakeholders expressed high support for the draft training package products during consultations, indicating that their views were taken into account during development. The proposed changes received unanimous support from all stakeholders engaged in this project. Refer to **Attachment G** for Letters of Support.

The project team contacted and invited 74 stakeholders (38 for bushfire recovery and 36 for chainsaw operations) to participate in the project, of which 40 provided feedback and encouraged their networks to participate in the review throughout the duration of the project. 20 participants provided feedback and support for the finalised components presented for validation.

The following summarises the 40 stakeholders who actively contributed to the development of this project:

- 12 represented RTOs
- 7 represented employers
- 8 represented peak industry bodies
- 6 represented government agencies / fire and emergency services
- 3 represented IRCs
- 2 represented STAs
- 2 represented ITABs
- 1 represented union.

4.2 Engagement of States and Territories

- Monthly emails and newsletters were sent to state and territory training authorities, VET regulators, ITABs and other stakeholders to keep them informed of the project's progress.
- All public consultation and validation phases included online webinars to allow stakeholders from all states and territories to participate and contribute to the project.
- Additional engagement took place at each phase of consultation (through emails and/or phone calls) with representatives from some states and territories who are more directly impacted by the outcomes of the project. These representatives from Victoria, New South Wales, South Australia, Tasmania and Queensland provided valuable feedback and support throughout the project.

4.3 Mitigation strategies

New units of competency were developed to support an industry need for bushfire response operations, which is anticipated to drive their adoption/implementation. To improve access for training providers and intended learners, the new training package products were housed in applicable training packages. National standards and guidelines were used in the units' design to guarantee that skills and knowledge are consistent across states.

The project also revised and updated the volume of performance evidence for four existing units of competency to address a training implementation issue. These revised training package products received a new code to indicate that they had been updated.

The project's website and communications clearly indicated the above steps that had been taken to facilitate implementation.

4.4 Letters of industry support

Letters of support have been received from 4 employers and 2 RTO and can be found in **Attachment G**. Support has been provided by the following organisations:

Name	Organisation	Stakeholder Group
Jye Hill	Sustainable Timber Tasmania	Employer/Forestry
Richard Hartwell	Forest Products Commission WA	Employer/Forestry
Stephan Smith	Queensland Fire and Emergency Services	Employer/Fire and Emergency Services
Mark Jones	South Australia Country Fire Service	Employer/Fire and Emergency Services
Ben Sparks	Power Safety Training	RTO
Colin MacRae	VS&R Training	RTO

5. Dissenting views

5.1 Dissenting views/issues raised

There are no unresolved issues – all issues raised during this project have been considered, addressed, and resolved.

5.2 Rationale for approval

Not applicable.

6. Reports by exception

No reports by exception.

7. Mandatory Workplace Requirements

*Refer to **Attachment D** for a list of the units of competency, the MWR, the rationale for this, and evidence of employer support for this requirement.*

There are no Mandatory Workplace Requirements in any of the proposed units in this project. All units must be assessed in a workplace or an environment that reflects a real workplace, and is set up with the appropriate equipment, systems and guiding procedures and that reflect an actual workplace.

8. Implementation of the new training packages

8.1 Implementation issues

No implementation issues have been identified or raised by states or territories or any other stakeholders.

8.2 Potential for traineeship or apprenticeships

Not applicable

8.3 Occupational and licensing requirements

None of the new or updated training package products have specific occupational and/or licencing requirements; however, they offer guidance instructing users to follow workplace practices and safety-related legislation and regulatory requirements:

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.

8.4 Extension to transition period

Where the need for an extension to the transition period is identified for training products that are the subject of this Case for Endorsement, the SSO will apply to the relevant regulator for an extension to transition, to mitigate the identified impact on other training products, particular student cohorts or industry business needs.

Not applicable.

9. Quality Assurance

<i>The Case for Endorsement meets the following requirements:</i>	
<i>Standards for Training Packages 2012</i>	<input type="checkbox"/>
<i>Training Package Products Policy</i>	<input type="checkbox"/>
<i>Training Package Development and Endorsement Process Policy</i>	<input type="checkbox"/>
<i>Companion Volume Implementation Guide is available and quality assured.</i>	<input type="checkbox"/>
<i>Copies of quality assurance reports are included in Attachment F.</i>	

10. Implementation of the Minister's priorities in training packages

Refer to **Attachment E** for information on no enrolment and low enrolment qualifications reviewed as part of this project, and the outcomes of this review (i.e. product proposed for deletion or retention). **Attachment D** also includes the rationale for retaining no and/or low enrolment products when this is the proposal.

Changes to the net number of units and qualifications in the training package

- If the training package products updated through the project presented in the *FWP Forest and Wood products Training Package Version 8.0 Case for Endorsement - Part 2* are approved, the number of units of competency in the FWP Training Package will increase by 2.

Please include an explanation of how approval of the proposed training products will support the reform priorities for training packages agreed by skills ministers in November 2015 and October 2020:

Streamlining/rationalisation of training products	New units were only created where skill gaps existed between what the industry needed and what the qualifications offered
Ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices	<p>The <i>FWP Forest and Wood Products Companion Volume Implementation Guide Version 8</i> details information that covers key industry expectations about:</p> <ul style="list-style-type: none"> qualifications suitable for vocational education and training delivered to secondary students qualifications suitable for delivery as apprenticeships or traineeships amount of training/volume of learning requirements to ensure that the individual can gain the necessary skills and knowledge key legislative requirements essential knowledge requirements.

Ensure the training system better supports individuals to move more easily between related occupations	The new units created for bushfire response operations can be used by contractors of all professional backgrounds, including harvesting operators and arborists, and agency approved staff and volunteers who are engaged in vegetation clearing and clean-up operations in bushfire impacted areas.
Improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors	One of the new units created was more suitable for inclusion in the AHC Agriculture, Horticulture and Conservation and Land Management Training Package, thus supporting the use of units across multiple industry sectors.
Foster greater recognition of skill sets and work with industry to support their implementation	No skill sets were created as part of this project.


11. A link to the full content of the proposed training package component(s)

The AISC should be provided with a link to the full, developed training package component(s) to be approved under the Case for Endorsement.

A link to the training package components proposed for endorsement is included here.

- <https://www.skillsimpact.com.au/forest-management-and-harvesting/training-package-projects/responding-and-assisting-in-bushfires-project/>

This Case for Endorsement was agreed to by the Forest Management and Harvesting IRC

Name of Chair	Bill Paul
Signature of Chair	
Date	12 July 2022

Attachment A: Training products submitted for approval

Please set out in the table below, the training products submitted for approval, including showing whether this is an updated, new or deleted product.

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
Units of competency				
FWPCOT2273	Trim and cut felled trees	Updated	Equivalent	Information added to Application; Changes to the volume/frequency of evidence to address industry needs
FWPCOT2274	Fell trees manually (basic)	Updated	Equivalent	Changes to the volume/frequency of evidence and other minor changes to address industry needs
FWPCOT3347	Fell trees manually (intermediate)	Updated	Equivalent	Changes to the volume/frequency of evidence and other minor changes to address industry needs
FWPCOT3348	Fell trees manually (advanced)	Updated	Equivalent	Information added to Application; Changes to the volume/frequency of evidence to address industry needs
FWPFIR3002	Apply communication protocols during post-bushfire vegetation clearing and clean-up operations	New	Newly created	It has been created to address a skill set required by industry
FWPFIR4001	Conduct tree hazard assessment post-fire	New	Newly created	It has been created to address a skill set required by industry

Additional changes – for endorsement

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
Qualifications				
FWP20122	Certificate II in Forest Operations	Updated	Equivalent	Added a unit and updated native unit codes and titles that form part of specialisations; New qualification code
FWP30122	Certificate III in Forest Operations	Updated	Equivalent	Added units and updated native unit codes and titles that form part of specialisations; New qualification code

Additional minor changes - not for endorsement

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
Qualifications				
FWP40121	Certificate IV in Forest Operations	Updated	Equivalent	Added units to the elective list
Units of competency				
FWPHAR4209	Plan for and coordinate forest harvesting operations	Updated	Equivalent	Minor edits to clarify performance criteria

Attachment B: How qualification updates support job roles

Please use the table below to demonstrate how the proposed updates to qualifications will better support job roles.

Job role	Qualification	Proposed updates and how these better support the job role
<ul style="list-style-type: none"> • harvesting operators • arborists • other agency approved staff and volunteers involved in post-bushfire vegetation clearing and clean-up operations 	FWP20122 Certificate II in Forest Operations	<p>These qualifications were updated with new units of competency to enable specialised skills and knowledge for the described job roles to:</p> <ul style="list-style-type: none"> • use communication protocols and structures in a bushfire zone while conducting tasks such as vegetation clearing and clean-up operations on private and public land, including main roads • perform tree hazard assessment in a bushfire zone.
	FWP30122 Certificate III in Forest Operations	

No qualifications have been reviewed as part of this project. Two qualifications *FWP20122 Certificate II in Forest Operations* and *FWP30122 Certificate III in Forest Operations* have only been updated to change codes of units of competency reviewed in this project.

Attachment C: Stakeholder consultation

List of stakeholders that actively participated in stakeholder consultation for the project:

The following 40 stakeholders actively contributed to the development of this project, while 74 were contacted and kept informed throughout the project.

Name	Organisation	Title	Industry	Representation Type	State
Adan Taylor	GTM Logging	General Manager	Chainsaw	Employer	QLD
Jye Hill	Sustainable Timber Tasmania	Training - Fire Division	Bushfire	Employer	TAS
Mark Gauthier	HVP Plantations	General Manager Safety, Environment and Risk	Bushfire	Employer	VIC
Richard Hartwell	Forest Products Commission WA	Forester	Bushfire	Employer	WA
Ruth Ryan	HVP	Corporate Fire Manager	Bushfire	Employer	VIC
Tim McGuffogs	Forestry Corporation NSW	Fire Manager	Bushfire	Employer	NSW
Troy Horn	Forestry SA	Conservation and Fire Manager	Bushfire	Employer	SA
Alison Web	Fire and Rescue NSW	Manager Curriculum Design	Chainsaw	Government Department/RTO	NSW
David Bowdern	Department of Environment, Land, Water and Planning	Senior Technical Training Officer	Bushfire & Chainsaw	Government Department/RTO	VIC
Fiona Westcott	NSW RURAL FIRE SERVICE	Manager Operational Training	Bushfire	Government Department/Fire Agency	NSW
Mark Jones	South Australia's Country Fire Service (CFS)	CEO	Bushfire	Government Department/Fire Agency	SA
Meg Williams	Department of Biodiversity, Conservation and Attractions	A/Manager, Operational Training Unit, Fire Management Services Branch	Bushfire & Chainsaw	Government Department/Fire Agency	WA
Stephen Smith	Queensland Fire and Emergency Services (QFES)	CEO	Bushfire	Government Department/Fire Agency	QLD
Craig Hallam	ENSPEC Pty Ltd	Managing Director	Bushfire	Industry Reference Committee (IRC)	National

Name	Organisation	Title	Industry	Representation Type	State
Paschal Somers	Australian Industry Standards	Industry Skills Manager	Bushfire	Industry Reference Committee (IRC)	National
Tammy Auld	Timberlands Pacific	Customer and Regional Manager	Bushfire	Industry Reference Committee (IRC)	National
Adam Crook	Tas Forest Industry Fire Management Committee (FIFMC)	Chair (Native Forest and fire Management Coordinator)	Bushfire	Peak Industry Body	TAS
Amanda Bell	Australian Forest Products Association	Forest Industry Safety Manager - Growers Chamber Safety Sub-Committee	Bushfire	Peak Industry Body	National
Dallas Goldspink	Forest Industry Council	Executive Officer	Chainsaw	Peak Industry Body	NSW
Peter Rutherford	Southeast Timber Association (SETA)	SETA Secretary	Bushfire	Peak Industry Body	NSW
Sandra Lunardi	Australasian Fire and Emergency Service Authorities Council (AFAC)	Director, Industry Workforce Management	Bushfire	Peak Industry Body	National
Stephanie Rafin	Arboriculture Australia	Membership and Administration Officer	Bushfire	Peak Industry Body	National
Steve Dobbys	Timber NSW	VP & Director	Bushfire	Peak Industry Body	NSW
Terese Adams	AFCA	Administration and Project Support	Bushfire	Peak Industry Body	National
Adam Farquharson	TAFE NSW	Forestry Teacher	Chainsaw	RTO	NSW
Ben Sparks	Power Safety Training	Training and Business Development Manager	Chainsaw	RTO	QLD
Bill Towie	Towie Timber Training	Director	Bushfire & Chainsaw	RTO	WA
Colin MacRae	VS&R Training	Director	Chainsaw	RTO	NSW
David McElvenny	Workspace Training	Director	Chainsaw	RTO	NSW
Greg Howard	Timber Training Tasmania	Director	Chainsaw	RTO	TAS

Name	Organisation	Title	Industry	Representation Type	State
Jason Towns	TasTAFE	Teacher Agriculture, Forestry and Land Management	Chainsaw	RTO	TAS
Kevin Nunn	TAFE Gippsland	Teacher Agriculture, Forestry and Land Management	Chainsaw	RTO	VIC
Ray Stone	Chainsaw Accreditation & Safety Training	Lead Trainer	Chainsaw	RTO	NSW
Rod Stebbing	Emtrain Fire and Community Safety	Principal Consultant	Bushfire	RTO	VIC
Sheila Douglas	Four Wheel Drive Victoria	Training Manager	Chainsaw	RTO	VIC
Wayne Hevey	Four Wheel Drive Victoria	Chief Executive Officer	Chainsaw	RTO	VIC
Anne Wiltshire	Melbourne Polytechnic	Primary Industries Curriculum Maintenance Manager	Bushfire & Chainsaw	State Training Authority (STA)	VIC
Suzie Hounsham	Department of Training and Workforce Development WA	Senior Program Officer	Bushfire & Chainsaw	State Training Authority (STA)	WA
Chahli McGuffie	Industry Skills Advisory Council NT	Workforce and Skills Officer	Bushfire & Chainsaw	Training Boards/Other	NT
Tim Cleary	NSW State ITAB	Executive Officer, NSW ITAB for Forestry & Furnishing	Bushfire & Chainsaw	Training Boards/Other	NSW
Travis Wacey	Construction Forestry Maritime Mining and Energy Union Manufacturing Division	National Policy Research Officer	Bushfire & Chainsaw	Union	National

Summary of Feedback by Stakeholder type:

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
Industry Reference Committee (IRC) Representatives	<p>Stated that:</p> <ul style="list-style-type: none"> forestry operators and emergency services personnel involved in bushfire vegetation clean up and clearing operations must be well-trained and prepared to respond effectively. the project must assess the extent of skill gaps and propose training package solutions in 	<ul style="list-style-type: none"> Experts in the field were consulted to assess the skills gaps among workers who assist in bushfire recovery operations. The following skill needs that needed to fill gaps in the training package were identified: <ul style="list-style-type: none"> skills required for adhering to bushfire zone communication protocols and structures while performing tasks such as vegetation clearing and clean-up

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
	<ul style="list-style-type: none"> consultation with public safety and emergency services 	<ul style="list-style-type: none"> operations on private and public land, including main roads. skills required to assess the hazards associated with fire affected or fire damaged trees and prescribe tree treatment. 2 new units of competency were developed to address the above skill needs..
Peak Industry Bodies	<ul style="list-style-type: none"> Supported the need to address the identified skill gaps in bushfire response and encouraged industry member participation. 	<ul style="list-style-type: none"> 2 new units of competency were developed to address the above skill needs.
Employers (Non-IRC)	<ul style="list-style-type: none"> Required that the new units reflect the national guidelines/standards by Australasian Fire and Emergency Service Authorities Council (AFAC) to ensure skill and knowledge consistency across states. 	<ul style="list-style-type: none"> The new units were written with a national audience in mind and are based on AFAC's guidelines.
Regulators	<ul style="list-style-type: none"> Required that the new units reflect the national guidelines/standards by Australasian Fire and Emergency Service Authorities Council (AFAC) to ensure skill and knowledge consistency across states. 	<ul style="list-style-type: none"> The new units were written with a national audience in mind and are based on AFAC's guidelines.
Registered Training Organisations (RTOs)	<ul style="list-style-type: none"> Required that the volume of Performance Evidence for the chainsaw operation units of competency be reviewed because the existing number of trees required per student for skill assessment is no longer practical, especially in non-forestry settings, due to environmental awareness and constraints. 	<ul style="list-style-type: none"> Amended 4 existing chainsaw units of competency to shift the focus of the Performance Evidence from demonstrating skill in felling of a set number of trees to demonstrating skills in both cutting and felling techniques in a separate process, decreasing the number of trees required to be felled from 4 or 6, to 2.
Training Boards/Other	<ul style="list-style-type: none"> Supported the need to address the identified skill gaps in bushfire response and encouraged industry member participation. 	<ul style="list-style-type: none"> 2 new units of competency were developed to address the above skill needs.
State and Territory Training Authorities (STAs)	<ul style="list-style-type: none"> Questioned on aspects of the Performance Evidence for the hazard assessment units to ensure that skill assessments are possible given that they may not be practical to be conducted on the fire ground or in the immediate/short term post-fire recovery phase and on five different tree species affected by fire 	<ul style="list-style-type: none"> Performance Evidence for the hazard assessment units was amended to outline that skill assessments can be conducted in simulated environments, and the number of tree species involved in the assessment was reduced from 5 to 2 Clarified which training packages will host the new bushfire-related units Clarified that the prior experience statement in the Application of the advanced tree felling unit is a

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
	<ul style="list-style-type: none"> Questioned about the training package that will host the new bushfire-related units Questioned about the recommendation included in the Application of the advanced tree felling unit of competency that trainees have prior experience in using a chainsaw to fell trees, and how this will be demonstrated. 	<p>recommendation to ensure learner's safety while completing the training, and that it is the responsibility of the training provider to establish the level of prior experience necessary to ensure the learner's safety.</p>
Union	<ul style="list-style-type: none"> Supported the need to address the identified skill gaps in bushfire response. 	<ul style="list-style-type: none"> 2 new units of competency were developed to address the above skill needs.

Summary of Issues raised during stakeholder consultation

Issue raised	Key Feedback Points	Actions Taken to Address Feedback
Need for prerequisite units to the advanced tree felling (chainsaw) units	Several stakeholders advocated for the inclusion of prerequisites to the advanced tree felling unit due to the high hazards involved in this activity to ensure trainee's safety during the training courses.	<p>Due to the 2 reasons outlined below, no prerequisite units were added to this unit. However, a recommendation was included in the Application that individuals who seek to undertake this unit should have prior experience in using a chainsaw to fell trees:</p> <ul style="list-style-type: none"> Reason 1: Prerequisites for these units were extensively discussed during their full review in 2020, and due to the lack of consensus amongst stakeholders and our consideration of the primary purpose of prerequisites, as well as the absence of any safety regulatory requirements that would support the pro-prerequisite position, the units' status quo was maintained. At the time, stakeholders in the arboriculture sector expressed concern that, if prerequisites were introduced, they would create a barrier to training for experienced chainsaw operators who may not necessarily have or be able to access a previous statement of attainment for basic and/or intermediate levels. Other stakeholders cited the safety of beginner learners, suggesting that the situation could be handled by adding prerequisite units. No safety regulatory requirements could be identified to strengthen and support this position. The majority of training providers indicated that, for safety reasons, their organisation requires students to meet internal prerequisite requirements before enrolling in these units. Reason 2: The chainsaw units were not originally included in the scope of the current project but were added later to address the implementation issue with the "six trees" as reported by a number of

Issue raised	Key Feedback Points	Actions Taken to Address Feedback
		training providers. As a result, these consultations have been only for a partial review of the unit.

Attachment D: Mandatory Workplace Requirements in Training Products

Please set out in the table below training products which include a mandatory workplace requirement (i.e. which must be completed in a workplace)

Code/title	Description of the Requirement (e.g. work placement, assessment requirement)	Rationale for Inclusion	Evidence of employer support
Not applicable	There are no Mandatory Workplace Requirements in any of the proposed units in this project.	Not applicable	Not applicable

Attachment E: No enrolment and low enrolment training products

No Enrolment:

Please set out in the table below those training products that have had no enrolments over the past three years for which data is available

Units of Competency		
Unit Code/ Name of Unit	Proposed for retention/deletion	Rationale for Retention
Not applicable	Not applicable	Not applicable

Low Enrolment:

Please set out in the table below those training products that have had low enrolments over the past three years for which data is available¹

Units of Competency		
Unit Code/ Name of Unit	Proposed for retention/deletion	Rationale for Retention
Not applicable	Not applicable	Not applicable

¹ Low enrolment training products are qualifications or units of competency that have had less than 42 enrolments in each of the past three years (this is the maximum no. of enrolments for the bottom 25% of qualifications based on average enrolments over 2016 - 2018)

Attachment F: Quality assurance reports

Independent Quality Report

Section 1 – Cover page

Information required	Detail
Training Package title and code	FWP Forest and Wood Products Training Package
Number of new qualifications and their titles ¹	0
Number of revised qualifications and their titles	6 FWP20122 Certificate II in Forest Operations FWP20322 Certificate II in Timber and Wood Products Operations FWP30122 Certificate III in Forest Operations FWP30322 Certificate III in Timber and Wood Products Operations FWP30622 Certificate III in Timber Building Products Supply FWP40222 Certificate IV in Timber and Wood Products Operations
Number of new units of competency and their titles	10 FWPCOT3345 Develop knowledge of chain of custody certification requirements for forest and wood products FWPCOT3346 Communicate effectively with general public or stakeholders concerned about forest practices FWPCOT4223 Assess requirements of chain of custody certification scheme for forest and wood products FWPCOT4224 Conduct internal audit of chain of custody certification for forest and wood products FWPCOT4225 Apply principles of pneumatics and hydraulics to analyse potential equipment failures FWPFIR3002 Apply communication protocols during post-bushfire vegetation clearing and clean-up operations FWPFIR4001 Conduct tree hazard assessment post-fire FWPTMM3219 Develop knowledge of reconstituted wood panel production FWPTMM3220 Develop knowledge of glue laminated timber or cross laminated timber production FWPTMM4216 Plan for and supervise engineered wood product operations
Number of revised units of competency and their titles	42 Refer to Attachment 1

¹ When the number of training products is high the titles can be presented as an attached list.

Information required	Detail
<p>Confirmation that the panel member is independent of: the Training Package or Training Package components review ('Yes' or 'No') development and/or validation activities associated with the Case for Endorsement ('Yes' or 'No') undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report ('Yes' or 'No')</p>	<p>I confirm that I, Maree Thorne, am independent of: the Training Package or Training Package components' review (Yes) development and/or validation activities associated with the Case for Endorsement (Yes) undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report (Yes)</p>
<p>Confirmation of the Training Packages or components thereof being compliant with the Standards for Training Packages 2012</p>	<p>Yes, I confirm that the Training Package components for endorsement are compliant with the Standards for Training Packages 2012</p>
<p>Confirmation of the Training Packages or components thereof being compliant with the Training Package Products Policy</p>	<p>Yes, I confirm that the Training Package components for endorsement are compliant with the Training Package Products Policy</p>
<p>Confirmation of the Training Packages or components thereof being compliant with the Training Package Development and Endorsement Process Policy</p>	<p>Yes, I confirm that the Training Package components for endorsement are compliant with the Training Package Development and Endorsement Process Policy</p>
<p>Panel member's view about whether: the evidence of consultation and validation process being fit for purpose and commensurate with the scope estimated impact of the proposed changes is sufficient and convincing</p>	<p>There appears from the information provided, to be national engagement in the consultation and validation process (albeit only approximately 82 stakeholders across 3 projects, including chainsaw operations as a discrete subproject). The developers acknowledge challenges for both industry and training providers, associated with thin and geographically disbursed /remote markets. Mandated timeframes of the process have been adhered to. The feedback summaries for each project were referred to in the QA process and appear to offer constructive feedback, supportive of the scope of activities. It is the panel member's view that the evidence of consultation and validation process is fit for purpose and commensurate with the scope of the projects.</p> <p>With respect to the estimated impact of the proposed changes, the negative impacts to providers (merged qualifications, non-equivalent products requiring addition to scope and redevelopment of existing training/assessment) will hopefully be outweighed by the changes made (to streamline qualifications and units of competency, resulting in the retention of a significant number of components with nil and low enrolments but where skills are still regarded as crucial for a critical industry, including development of emerging alternative engineered products) and can encourage the uptake of training by industry.</p>
<p>Name of panel member completing Quality Report</p>	<p>Maree Thorne</p>
<p>Date of completion of the Quality Report</p>	<p>10 June 2022</p>

Section 2 – Compliance with the Standards for Training Packages 2012

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Standard 1</p> <p>Training Packages consist of the following: AISC endorsed components: qualifications units of competency assessment requirements (associated with each unit of competency) credit arrangements One or more quality assured companion volumes</p>	<p>Yes</p>	<p>The components proposed for endorsement in the FWP Forest and Wood Products Training Package v8.0 meet the requirements of Standard 1.</p> <p>The Training Package components in the two Cases for Endorsement (CfE) include: Six revised qualifications 10 new and 42 revised units of competency, and associated assessment requirements. No credit arrangements exist for the components.</p> <p>An additional nine new skill sets, four updated qualifications for minor release, and one unit with minor changes were included in the quality assurance process.</p> <p>The FWP Forest and Wood Products Training Package Companion Volume Implementation Guide (CVIG) has been updated to include the revised components and has been quality assured in this process.</p>
<p>Standard 2</p> <p>Training Package developers comply with the Training Package Products Policy</p>	<p>Yes</p>	<p>The Training Package developers have complied with Standard 2 – Compliance with the Training Packages Products Policy (TPPP), with supporting evidence including: Coding and titling of units of competency Addition of new units into existing qualifications Where units of competency codes/titles have been changed in existing qualifications with specialisations, the qualifications have been included for endorsement (recoded), whilst in qualifications without specialisations, are a minor release in accordance with the TPPP No new (or revised) units include prerequisite requirements The CVIG includes information about access and equity and outlines how Foundation Skills have been addressed in units of competency Information about pathways, and qualification and unit mapping to inform users of changes, including equivalence, is provided in the CVIG. The availability of nine new skill sets included in this project provides additional flexibility and pathway options for individuals and employers.</p>

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Standard 3</p> <p>Training Package developers comply with the AISC Training Package Development and Endorsement Process Policy</p>	Yes	<p>Both projects (Sawmilling and Timber Processing and Responding and Assisting in Bushfires, including a sub project to review performance evidence volume in tree felling units) are submitted as separate Cases for Endorsement.</p> <p>Both cases for endorsement provide detailed information about Skills Impact's development, consultation and validation processes for the draft components, including details of consultation undertaken and communication strategies with evidence of contributing personnel listed in Appendices.</p> <p>Timeframes for consultation periods, including 5 weeks for initial consultation, and 3 weeks for validation, allowing for the holiday period, meet policy requirements. A range of feedback and participation strategies were available throughout the development period.</p> <p>Summary of the feedback, responses and actions for both projects, was available on the project pages and was examined in the quality assurance process to validate inclusion or rationales for not, of stakeholder feedback in the components.</p>
<p>Standard 4</p> <p>Units of competency specify the standards of performance required in the workplace</p>	Yes	<p>All presented units of competency were reviewed. The standards of performance required in the workplace are presumed to be confirmed through stakeholder consultation during development.</p>
<p>Standard 5</p> <p>The structure of units of competency complies with the unit of competency template</p>	Yes	<p>The structure of all proposed units of competency comply with the unit of competency template.</p>
<p>Standard 6</p> <p>Assessment requirements specify the evidence and required conditions for assessment</p>	Yes	<p>Assessment Requirements associated with the units of competency specify the performance evidence and knowledge evidence to be demonstrated for assessment, along with required conditions for assessment.</p> <p>Reference to either frequency (number of occasions) and/or volume of Performance Evidence is clearly stated, as are Assessment Conditions in relation to how evidence may be gathered and provision of necessary resources for meeting assessment requirements.</p>
<p>Standard 7</p> <p>Every unit of competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template</p>	Yes	<p>All units of competency have associated assessment requirements, the structures of which comply with the assessment requirements template.</p>

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Standard 8</p> <p>Qualifications comply with the Australian Qualifications Framework specification for that qualification type</p>	Yes	<p>The QA process confirmed qualification packaging rules specify requirements to ensure AQF outcomes for qualifications are met by the specified packaging rules and elective selection (prescribed by selection from elective groups) supported with the wording:</p> <p>Elective units must ensure the integrity of the qualification's Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome.</p> <p>It is noted that the CIV qualification is 'elective' only, however the structure of the qualification is 'structured' by packaging rules designed to enable flexibility, whilst requiring selection of electives from different groups.</p>
<p>Standard 9</p> <p>The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template</p>	Yes	<p>As stated in the Editorial Report 'the structure of the six revised qualifications complies with the qualification template.</p> <p>All revised qualifications include appropriate coding and titling, a qualification descriptor, mapping information and links to the FWP Companion Volume Implementation Guide (CVIG).</p> <p>No qualification submitted has an entry requirement.</p> <p>All qualifications have clear packaging rules with some offering specialisations.</p> <p>Details of prerequisite requirements for relevant imported units are listed within each qualification.'</p>
<p>Standard 10</p> <p>Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template</p>	Yes	<p>The FWP CVIG indicates there to be no nationally applicable credit arrangements.</p>
<p>Standard 11</p> <p>A quality assured companion volume implementation guide produced by the Training Package developer is available at the time of endorsement and complies with the companion volume implementation guide template.</p>	Yes	<p>The training package components in this submission are accompanied by the FWP Forest and Wood Products Training Package Companion Volume Implementation Guide (CVIG) Version 8.0.</p> <p>The FWP CVIG complies with the companion volume implementation guide template included in the 2012 Standards and was reviewed in this QA process, including for alignment to the CfEs and with the proposed endorsed components.</p>

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Standard 12</p> <p>Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required.</p>	N/A	

Section 3 – Compliance with the training package quality principles

Note: not all training package quality principles might be applicable to every training package or its components. Please provide a supporting statement/evidence of compliance or non-compliance against each principle.

Quality principle 1. Reflect identified workforce outcomes

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance/non compliance with the quality principle Please see examples of evidence in the Training Package Development and Endorsement Process Policy
Driven by industry's needs	Yes	<p>The components proposed for endorsement for the FWP Training Package v8.0 projects are explained in the Case(s) for Endorsement for alignment with the Cases for Change approved by the AISC and outlined in the CfE.</p> <p>The CfE articulates key industry issues driving the development of the new components.</p> <p>The CfE provides detailed information about the extent of industry consultation and stakeholder engagement and narrative about the rationales for the development of the new units and skill sets. It outlines involvement of the range of industry and other stakeholders, and details changes and communications throughout the project to meet needs of those stakeholders.</p>
<p>Compliant and responds to government policy initiatives</p> <p>Training package component responds to the COAG Industry and Skills Council's (CISC) training package-related initiatives or directions, in particular the 2015 training package reforms. Please specify which of the following CISC reforms are relevant to the training</p>	Yes	<p>The proposed components for endorsement respond to the COAG Industry and Skills Council's (CISC) training package reforms, evidenced by:</p> <p>foster greater recognition of skill sets</p> <p>The proposed components will be supported by nine new skill sets.</p> <p>ensure obsolete and superfluous qualifications are removed from the system</p> <p>ensure that the training system better supports individuals to move easily from one related occupation to another</p>

<p>product and identify supporting evidence: ensure obsolete and superfluous qualifications are removed from the system</p> <p>ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices</p> <p>ensure that the training system better supports individuals to move easily from one related occupation to another</p> <p>improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors</p> <p>foster greater recognition of skill sets</p>		<p>Four qualifications reviewed in the Sawmilling and Timber Processing Project have been 'merged' into two qualifications, with specialisations at the Certificate III level for specific industry outcomes if required. In addition, 21 units have been 'consolidated' into eight to remove duplication, and to better reflect current job tasks within the industry.</p> <p>ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices</p> <p>Changes made in unit revisions have clarified unit performance criteria and assessment conditions to ensure training providers are able to improve delivery and assessment performance. Four 'felling tree' units were specifically reviewed to consider volume/frequency of evidence required to address industry needs balanced against provider access to resources (and arguably sustainability), with agreement seeming to be reached on maintaining the volume/type of cutting techniques required to be demonstrated but reducing the number of actual trees to be felled.</p>
<p>Reflect contemporary work organisation and job profiles incorporating a future orientation</p>	<p>Yes</p>	<p>Development of new units in developing knowledge of and processing engineered wood products, as well as supervisory skills in optimising forest and wood product work practices, compliance with chain of custody certification requirements and communicating with the public or stakeholders about forestry practices are all contemporary issues impacting the industry.</p> <p>In response to industry concerns regarding workforce shortages and attracting new entrants to the industry, entry level skill sets and career progression opportunities through skill sets have been incorporated in the developed products with feedback noted from one industry participant that:</p> <p>'The need for short courses as entry pathways into critical jobs such as saw technicians and wood machinists, both of which are in low supply, and as programs to train future leaders in our industry sectors was identified'</p>

Quality principle 2: Support portability of skills and competencies including reflecting licensing and regulatory requirements

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the Training Package Development and Endorsement Process Policy
Support movement of skills within and across organisations and sectors	Yes	Packaging rules in the qualifications enable flexibility in the selection of electives, with options for specialisation where required, and including enabling imported electives for broader job roles or specific industry applications. Endorsed components will be supported by skill sets to provide entry, upskilling and skill movements within and across industry sectors.
Promote national and international portability	Yes	The components proposed for endorsement include operational areas and tasks covered by Australian Standards (such as EWP, chain of custody). Reference is made to AS in the components, and the CVIG provides extensive information for users regarding relevant Australian Standards. Stakeholder feedback specifically required that the bushfire units reflect national guidelines/standards by Australasian Fire and Emergency Service Authorities Council (AFAC) to ensure skill and knowledge consistency across states.
Reflect regulatory requirements and licensing	Yes	The CfEs specify that: 'None of the updated training package products have specific occupational and/or licencing requirements; however, most units of competency offer guidance instructing users to follow workplace practices and safety-related legislation and regulatory requirements: 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'

Quality principle 3: Reflect national agreement about the core transferable skills and core job-specific skills required for job roles as identified by industry

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the Training Package Development and Endorsement Process Policy
Reflect national consensus	Yes	<p>The case for endorsement details the consultation that was conducted, and the changes made throughout the project to accommodate stakeholder views.</p> <p>The CfE evidences a national consultation process in both projects providing stakeholders with opportunities to participate via a number of communication channels (email and online, peak industry and employer networks, newsletter alerts inviting feedback) to capture input on the endorsed components throughout the duration of the review.</p> <p>Appendix 2 details the range of national respondent stakeholders including industry participants, government representatives and training advisory associations, industry /content expert and training practitioners.</p> <p>Sections 5.1 of both CfE indicate no unresolved issues.</p>
Recognise convergence and connectivity of skills	Yes	<p>The Sawmilling and Timber Processing Project specifically noted industry support for improving access to transferable skills (applicable to a wide range of manufacturing jobs or occupations) in all redeveloped qualifications through the import of units of competency from other Training Packages (Manufacturing, Business Services and Sustainability) in areas such as applying effective manufacturing work practices, achieving work outcomes, undertaking minor maintenance, participating in continuous improvement, using structured problem-solving tools, performing tasks to support production, organising personal work priorities and working in teams.</p> <p>Imported units listed in qualifications include units from a wide variety of other nationally endorsed training packages, including TLI, AHC, HLT, MEM, MSS and TAE. Discussions during QA confirmed TAE unit inclusions appropriate to skills and knowledge relevant to supervisory roles within a production environment.</p>

Quality principle 4: Be flexible to meet the diversity of individual and employer needs including the capacity to adapt to changing job roles and workplaces

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the Training Package Development and Endorsement Process Policy
Meet the diversity of individual and employer needs	Yes	<p>All qualifications include a wide range of elective options, and options to import from any other training packages or accredited courses, suitable to vocational requirements and context – which ensures that each qualification can be packaged to suit different settings and a range of employer and individual needs.</p> <p>The Equity Report comments that: ‘Several qualifications have been merged to better reflect current job tasks and to broaden their application across a diverse industry with a thin training market. Many qualifications group elective units to indicate relevant areas of focus to assist with the selection of electives. Four qualifications provide the option of utilising ‘specialisations’ providing flexibility for industry, workplaces, RTOs and industry. FWP40222 Certificate IV in Timber and Wood Products Operations, revised to provide future production supervisors and technicians with skills required to manage timber or wood products operations, is comprised of all elective units. The Case for Endorsement states that it ‘has no core to allow for more flexibility in selecting units based on individual business profiles and skill needs.’ Assessment requirements specify that assessment must take place in a [relevant] workplace or ‘an environment that accurately represents workplace conditions’, with the exception of ‘develop knowledge of’ units which do not specially require a physical environment for application.</p>
Support equitable access and progression of learners	Yes	<p>No qualifications specify entry requirements, and no FWP units of competency included in the submission have prerequisite requirements. Where imported units require prerequisites, these are included in the listed elective units and packaging rules allow for their selection. Nine new skill sets provide additional options for access and progression of learners into and between qualifications.</p>

Quality principle 5: Facilitate recognition of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the Training Package Development and Endorsement Process Policy
Support learner transition between education sectors	Yes	<p>The FWP qualifications submitted for endorsement cover Certificate II to Certificate IV with pathways described in the FWP CVIG.</p> <p>The CVIG states that three qualifications (FWP20122, FWP20322, FWP30622) in this submission are appropriate for entry level workers and potentially for delivery to secondary students, whilst the IRC in the CfE recommends qualifications FWP20322, FWP30322 and FWP40222 as potentially suitable for traineeship pathways.</p> <p>The FWP CVIG states that 'There are currently no nationally applicable credit arrangements between any Skills Impact training package qualification and higher education qualification'.</p>

Quality principle 6: Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the Training Package Development and Endorsement Process Policy
Support implementation across a range of settings	Yes	<p>Industry advice about delivery implementation, including access and equity issues and training pathways, is provided via the FWP CVIG V8.0 which has been quality assured in this process and is ready for publication at the same time as the Training Package components.</p> <p>The Equity Report confirms that the CVIG provides guidance about Pathways, Access and Equity including reasonable adjustment, and Foundation Skills.</p> <p>Foundation Skills are included in the units of competency for endorsement including being specified where the skills are not explicit in the performance criteria. Industry support for the validated components expressed in the feedback summaries and CfEs imply that they do not exceed foundation skills required in the workplace.</p>

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the Training Package Development and Endorsement Process Policy
Support sound assessment practice	Yes	The Elements and Performance Criteria of the units of competency, and the associated Assessment Requirements of Performance Evidence and Knowledge Evidence are closely aligned. Performance Evidence includes detailed and very clear, comprehensive reference to volume and frequency of performance required, and the Assessment Conditions specify physical conditions, specifications, and resources, equipment and materials for assessment.
Support implementation	Yes	The training package components provided for quality assurance were presented in full and in a format required to comply with the National Register requirements for publication. Components contain links as required by the templates to the FWP CVIG 8.0 which has been updated to include all components being endorsed, has been quality assured in this process and is ready for publication at the same time as the Training Package components.

Attachment 1 – Revised units of competency (42)

FWPCOT2268 Cut timber or engineered wood product to length or dimensions
 FWPCOT2269 Operate and maintain a table saw
 FWPCOT2270 Cut wood material with a pole saw for unblocking machinery components
 FWPCOT2271 Pack timber or wood products for despatch
 FWPCOT2272 Rack timber or round poles
 FWPCOT2273 Trim and cut felled trees
 FWPCOT2274 Fell trees manually (basic)
 FWPCOT3332 Machine timber or engineered wood products using CNC machining and processing centres
 FWPCOT3333 Conduct heat plant operations
 FWPCOT3334 Conduct steam boiler operations
 FWPCOT3335 Conduct operator level equipment maintenance in forest and wood products industry
 FWPCOT3336 Coordinate set up and operation of timber finger jointing line
 FWPCOT3337 Operate timber finger jointing line
 FWPCOT3338 Identify glues and gluing systems used in production of wood products
 FWPCOT3339 Grade wood product visually
 FWPCOT3340 Develop knowledge of log yard operations
 FWPCOT3341 Coordinate and monitor wood chip stockpile
 FWPCOT3342 Screen wood chips
 FWPCOT3343 Test wood chips quality
 FWPCOT3344 Transfer wood chips
 FWPCOT3347 Fell trees manually (intermediate)
 FWPCOT3348 Fell trees manually (advanced)
 FWPCOT3349 Assess timber against quality requirements and specifications
 FWPCOT4221 Plan for and supervise log yard operations
 FWPCOT4222 Plan for and supervise timber treatment plant operations

FWPSAW2213 De-stack timber drying racks
FWPSAW2214 Sort timber boards manually
FWPSAW3252 Assemble, operate and dismantle a portable sawmill
FWPSAW3253 Re-saw green timber
FWPSAW3254 Control and monitor automated green mill saw line
FWPSAW3255 Operate conventional log breakdown saw line
FWPSAW3256 Select and saw logs in multi-species operations
FWPSAW3257 Operate timber drying kiln
FWPSAW4208 Plan for and coordinate timber kiln drying operations
FWPSAW4209 Plan for and supervise log processing operations
FWPSAW4210 Plan for and supervise timber dry mill operations
FWPTMM3216 Plane and sand engineered wood product
FWPTMM3217 Develop knowledge of plywood or laminated veneer lumber production
FWPTMM3218 Develop knowledge of veneer preparation in plywood or laminated veneer lumber production
FWPTMM4213 Test finger jointed timber
FWPTMM4214 Test laminated wood product
FWPTMM4215 Plan for and coordinate timber product assembly

Editorial and Equity Report

Editorial Report

1. Cover page	
Information required	Detail
Training Package title and code	FWP Forest and Wood Products Training Package Version 8.0 Part 1 - Sawmilling and Timber Processing project Part 2 - Responding and Assisting in Bushfires project
Number of new qualifications and their titles 1	0 new qualifications (Parts 1 & 2)
Number of revised qualifications and their titles	6 revised qualifications in total Part 1 – 4 revised qualifications FWP20322 Certificate II in Timber and Wood Products Operations FWP30322 Certificate III in Timber and Wood Products Operations FWP30622 Certificate III in Timber Building Products Supply FWP40222 Certificate IV in Timber and Wood Products Operations Part 2 – 2 revised qualifications FWP20122 Certificate II in Forest Operations FWP30122 Certificate III in Forest Operations (Note: 4 qualifications with minor changes reviewed – refer to Attachment)

1 When the number of training products is high the titles can be presented as an attachment.

<p>Number of new units of competency and their titles</p>	<p>10 new units of competency in total Part 1 – 8 new units FWPCOT3345 Develop knowledge of chain of custody certification requirements for forest and wood products FWPCOT3346 Communicate effectively with public members or stakeholders concerned about forest practices FWPCOT4223 Assess requirements of chain of custody certification scheme for forest and wood products FWPCOT4224 Conduct internal audit of chain of custody certification for forest and wood products FWPCOT4225 Apply principles of pneumatics and hydraulics to analyse potential equipment failures FWPTMM3219 Develop knowledge of reconstituted wood panel production FWPTMM3220 Develop knowledge of glue laminated timber or cross laminated timber production FWPTMM4216 Plan for and supervise engineered wood product operations Part 2 – 2 new units FWPFIR3002 Apply communication protocols during post-bushfire vegetation clearing and clean-up operations FWPFIR4001 Conduct tree hazard assessment post-fire (Note: 1 unit with minor change reviewed – refer to Attachment)</p>
<p>Number of revised units of competency and their titles</p>	<p>42 revised units of competency in total Part 1 – 38 revised units Part 2 – 4 revised units FWPCOT2273 Trim and cut felled trees FWPCOT2274 Fell trees manually (basic) FWPCOT3347 Fell trees manually (intermediate) FWPCOT3348 Fell trees manually (advanced) Refer to Attachment for full list of units.</p>
<p>Confirmation that the draft training package components are publication-ready</p>	<p>The draft components reviewed are publication-ready.</p>
<p>Is the Editorial Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide a name.</p>	<p>Yes – Sue Hamilton is a member of the Quality Assurance Panel.</p>
<p>Date of completion of the report</p>	<p>30 May 2022</p>

2. Content and structure

Units of competency

Editorial requirements	Comments
<p>Standard 5: The structure of units of competency complies with the unit of competency template.</p>	<p>The structure of the new and revised units complies with the unit of competency template. This includes:</p> <ul style="list-style-type: none"> Appropriate unit coding and titling. A statement indicating that there are no industry licensing or registration requirements for the units submitted. Prerequisites – no FWP native units submitted include prerequisite requirements. The elements are clearly expressed and demonstrable, and the performance criteria describe the performance needed to demonstrate achievement of the elements. Foundation skills that are not explicit in the performance criteria are included in a separate table in the unit. The status of the unit is clearly stated in the unit mapping information table.
<p>Standard 7: The structure of assessment requirements complies with the assessment requirements template.</p>	<p>The associated assessment requirements for the new and revised units of competency comply with the assessment requirements template.</p> <ul style="list-style-type: none"> The performance evidence reflects workplace tasks and includes a volume and frequency requirement. The knowledge evidence indicates the type and depth of knowledge required for the unit. The assessment conditions field specifies the mandatory conditions for assessment.

Qualifications

Editorial requirements	Comments by the editor
<p>Standard 9: The structure of the information for qualifications complies with the qualification template.</p>	<p>The structure of the six revised qualifications complies with the qualification template.</p> <ul style="list-style-type: none"> All revised qualifications include appropriate coding and titling, a qualification descriptor, mapping information and links to the FWP Companion Volume Implementation Guide (CVIG). No qualification submitted has an entry requirement. All qualifications have clear packaging rules with some offering specialisations. Details of prerequisite requirements for relevant imported units are listed within each qualification.
<p>Standard 10: Credit arrangements existing between Training Package qualifications and Higher Education</p>	<p>The FWP CVIG states that ‘there are currently no nationally applicable credit arrangements between any Skills Impact</p>

Editorial requirements	Comments by the editor
qualifications are listed in a format that complies with the credit arrangements template.	training package qualification and higher education qualification’.

Companion Volumes

Editorial requirements	Comments by the editor
<p>Standard 11: A quality assured companion volume implementation guide is available and complies with the companion volume implementation guide template.</p>	<p>The CVIG for the FWP Forest and Wood Products Training Package, Version 8.0 complies with the companion volume implementation guide template included in the 2012 Standards.</p> <p>The FWP CVIG has been quality assured in line with Skills Impact’s internal processes and this external editorial review.</p>

3. Proofreading

Editorial requirements	Comments by the editor
Unit codes and titles and qualification codes and titles are accurately cross-referenced throughout the training package product(s) including mapping information and packaging rules, and in the companion volume implementation guide.	The qualification and unit codes and titles, including all prerequisite codes and titles, have been proofread and cross-referenced throughout all components reviewed.
Units of competency and their content are presented in full.	The new and revised units of competency and associated assessment requirements and the revised qualifications were presented in full.
<p>The author of the Editorial Report is satisfied with the quality of the training products, specifically with regard to:</p> <ul style="list-style-type: none"> absence of spelling, grammatical and typing mistakes consistency of language and formatting logical structure and presentation of the document. compliance with the required templates 	<p>This editorial review has incorporated checking:</p> <ul style="list-style-type: none"> spelling, grammar and typing errors numbering (codes and performance criteria) checking acronyms consistency of language throughout structure and presentation of documents compliance with templates. <p>Throughout this process, the Skills Impact team responded to suggestions provided during the editorial review.</p>

Revised qualifications (6)

FWP20122	Certificate II in Forest Operations
FWP20322	Certificate II in Timber and Wood Products Operations
FWP30122	Certificate III in Forest Operations
FWP30322	Certificate III in Timber and Wood Products Operations
FWP30622	Certificate III in Timber Building Products Supply
FWP40222	Certificate IV in Timber and Wood Products Operations

New units of competency (10)

FWPCOT3345	Develop knowledge of chain of custody certification requirements for forest and wood products
FWPCOT3346	Communicate effectively with public members or stakeholders concerned about forest practices
FWPCOT4223	Assess requirements of chain of custody certification scheme for forest and wood products
FWPCOT4224	Conduct internal audit of chain of custody certification for forest and wood products
FWPCOT4225	Apply principles of pneumatics and hydraulics to analyse potential equipment failures
FWPFIR3002	Apply communication protocols during post-bushfire vegetation clearing and clean-up operations
FWPFIR4001	Conduct tree hazard assessment post-fire
FWPTMM3219	Develop knowledge of reconstituted wood panel production
FWPTMM3220	Develop knowledge of glue laminated timber or cross laminated timber production
FWPTMM4216	Plan for and supervise engineered wood product operations

Revised units of competency (42)

FWPCOT2268	Cut timber or engineered wood product to length or dimensions
FWPCOT2269	Operate and maintain a table saw
FWPCOT2270	Cut wood material with pole saw for unblocking machinery components
FWPCOT2271	Pack timber or wood products for despatch
FWPCOT2272	Rack timber or round poles
FWPCOT2273	Trim and cut felled trees
FWPCOT2274	Fell trees manually (basic)
FWPCOT3332	Machine timber or engineered wood products using CNC machining and processing centres
FWPCOT3333	Conduct heat plant operations
FWPCOT3334	Conduct steam boiler operations
FWPCOT3335	Conduct operator level equipment maintenance in forest and wood products industry
FWPCOT3336	Coordinate set up and operation of timber finger jointing line
FWPCOT3337	Operate timber finger jointing line
FWPCOT3338	Identify glues and gluing systems used in production of wood products
FWPCOT3339	Grade wood product visually
FWPCOT3340	Apply knowledge of log yard operations
FWPCOT3341	Coordinate and monitor wood chip stockpile
FWPCOT3342	Screen wood chips

Revised units of competency (42)

FWPCOT3343 Test wood chips quality
FWPCOT3344 Transfer wood chips
FWPCOT3347 Fell trees manually (intermediate)
FWPCOT3348 Fell trees manually (advanced)
FWPCOT3349 Assess timber against quality requirements and specifications
FWPCOT4221 Plan for and supervise log yard operations
FWPCOT4222 Plan for and supervise timber treatment plant operations
FWPSAW2213 De-stack timber drying racks
FWPSAW2214 Sort timber boards manually
FWPSAW3252 Assemble, operate and dismantle a portable sawmill
FWPSAW3253 Re-saw green timber
FWPSAW3254 Control and monitor automated green mill saw line
FWPSAW3255 Operate conventional log breakdown saw line
FWPSAW3256 Select and saw logs in multi-species operations
FWPSAW3257 Operate timber drying kiln
FWPSAW4208 Plan for and coordinate timber kiln drying operations
FWPSAW4209 Plan for and supervise log processing operations
FWPSAW4210 Plan for and supervise timber dry mill operations
FWPTMM3216 Plane and sand engineered wood product
FWPTMM3217 Develop knowledge of plywood or laminated veneer lumber production
FWPTMM3218 Develop knowledge of veneer preparation in plywood or laminated veneer lumber production
FWPTMM4213 Test finger jointed timber
FWPTMM4214 Test laminated wood product
FWPTMM4215 Plan for and coordinate timber product assembly

New skill sets (9)

FWPSS00068 Entry into a Saw Technician Role Skill Set
FWPSS00069 Entry into a Wood Machinist Role Skill Set
FWPSS00070 Process Control and Optimisation (Timber Sawmills) Skill Set
FWPSS00071 Foundational Leadership and Management (Log Yard Operations) Skill Set
FWPSS00072 Foundational Leadership and Management (Log Processing Operations) Skill Set
FWPSS00073 Foundational Leadership and Management (Timber Dry Mill Operations) Skill Set
FWPSS00074 Foundational Leadership and Management (Timber Kiln Drying Operations) Skill Set
FWPSS00075 Foundational Leadership and Management (Timber Treatment Operations) Skill Set
FWPSS00076 Foundational Leadership and Management (Engineered Wood Products Operations) Skill Set

Minor changes

Qualifications (4)

FWP30920 Certificate III in Timber Truss or Frame Manufacture Release 3
FWP31021 Certificate III in Saw Technology Release 2
FWP31121 Certificate III in Wood Machining Release 2
FWP40121 Certificate IV in Forest Operations Release 2

Units of competency (1)

FWPHAR4209 Plan for and coordinate forest harvesting operations Release 2

Equity Report

Section 1 – Cover page

Information required	Detail
Training Package title and code	FWP Forest and Wood Products Training Package Version 8.0 Part 1 - Sawmilling and Timber Processing project Part 2 - Responding and Assisting in Bushfires project
Number of new qualifications and their titles 1	0 new qualifications (Parts 1 & 2)
Number of revised qualifications and their titles	6 revised qualifications in total Part 1 – 4 revised qualifications FWP20322 Certificate II in Timber and Wood Products Operations FWP30322 Certificate III in Timber and Wood Products Operations FWP30622 Certificate III in Timber Building Products Supply FWP40222 Certificate IV in Timber and Wood Products Operations Part 2 – 2 revised qualifications FWP20122 Certificate II in Forest Operations FWP30122 Certificate III in Forest Operations (Note: 4 qualifications with minor changes reviewed – refer to Attachment)
Number of new units of competency and their titles	10 new units of competency in total Part 1 – 8 new units FWPCOT3345 Develop knowledge of chain of custody certification requirements for forest and wood products FWPCOT3346 Communicate effectively with public members or stakeholders concerned about forest practices FWPCOT4223 Assess requirements of chain of custody certification scheme for forest and wood products FWPCOT4224 Conduct internal audit of chain of custody certification for forest and wood products FWPCOT4225 Apply principles of pneumatics and hydraulics to analyse potential equipment failures FWPTMM3219 Develop knowledge of reconstituted wood panel production FWPTMM3220 Develop knowledge of glue laminated timber or cross laminated timber production FWPTMM4216 Plan for and supervise engineered wood product operations Part 2 – 2 new units FWPFIR3002 Apply communication protocols during post-bushfire vegetation clearing and clean-up operations FWPFIR4001 Conduct tree hazard assessment post-fire

1 When the number of training products is high the titles can be presented as an attached list.

Information required	Detail
	(Note: 1 unit with minor change reviewed – refer to Attachment)
Number of revised units of competency and their titles	42 revised units of competency in total Part 1 – 38 revised units Part 2 – 4 revised units FWPCOT2273 Trim and cut felled trees FWPCOT2274 Fell trees manually (basic) FWPCOT3347 Fell trees manually (intermediate) FWPCOT3348 Fell trees manually (advanced) Refer to Attachment for full list of units
Confirmation that the draft training package components meet the requirements in Section 2 Equity checklist of draft training package components	The draft components reviewed meet the requirements in Section 2 Equity checklist of draft training package components
Is the Equity Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide the name.	Yes – Sue Hamilton is a member of the Quality Assurance Panel
Date of completion of the report	30 May 2022

Section 2 – Equity checklist of draft training package components

Equity requirements	Equity reviewer comments
<p>The training package component(s) comply with Standard 2 of the Standards for Training Packages 2012. The standard requires compliance with the Training Package Products Policy, specifically with the access and equity requirements:</p> <p>Training Package developers must meet their obligations under Commonwealth anti-discrimination legislation and associated standards and regulations.</p> <p>Training Package developers must ensure that Training Packages are flexible and that they provide guidance and recommendations to enable reasonable adjustments in implementation.</p>	<p>Provide brief commentary on whether the draft endorsed components meet each of the equity requirements</p> <p>All FWP Training Package components (qualifications, skill sets and units of competency) presented for review comply with Standard 2 of the Standards for Training Packages and the Training Package Products Policy (2019). Revisions made to the components focused on providing greater flexibility and mobility to both entry level and higher-level qualifications and job roles.</p> <p>The FWP Companion Volume Implementation Guide, Version 8. (FWP CVIG) includes guidance to ensure that learners are not discriminated against, and guidance about reasonable adjustment to accommodate learners with disabilities or particular needs. A link to the Disability Standards for Education, 2005 is included.</p>

Section 3 - Training Package Quality Principles

Quality Principle 4

Be flexible to meet the diversity of individual and employer needs, including the capacity to adapt to changing job roles and workplaces.

Key features

Do the units of competency meet the diversity of individual and employer needs and support equitable access and progression of learners?

What evidence demonstrates that the units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth so that they support implementation across a range of settings?

Are there other examples that demonstrate how the key features of flexibility are being achieved?

Equity requirements	Equity reviewer comments
<p>1. What evidence demonstrates that the draft components provide flexible qualifications/units of competency that enable application in different contexts?</p>	<p>The qualifications are structured to provide essential units in the core and include a wide range of electives including imported units from other training packages. Several qualifications have been merged to better reflect current job tasks and to broaden their application across a diverse industry with a thin training market.</p> <p>Many qualifications group elective units to indicate relevant areas of focus to assist with the selection of electives. Four qualifications provide the option of utilising 'specialisations' providing flexibility for industry, workplaces, RTOs and industry.</p> <p>FWP40222 Certificate IV in Timber and Wood Products Operations, revised to provide future production supervisors and technicians with skills required to manage timber or wood products operations, is comprised of all elective units. The Case for Endorsement states that it 'has no core to allow for more flexibility in selecting units based on individual business profiles and skill needs.'</p>

Equity requirements	Equity reviewer comments
	The assessment requirements in the units specify that assessment must take place in a [relevant] workplace (i.e. timber processing plant, timber yard, timber product manufacturing plant, manufacturing facility) or an environment that accurately represents workplace conditions. This flexibility allows the assessment to occur in a range of different contexts. Advice is provided in the FWP CVIG to support assessment in different contexts.
2. Is there evidence of multiple entry and exit points?	The FWP CVIG outlines pathway advice and a succinct diagram depicting the progression pathways between qualifications Although not a formal part of this endorsement submission, the nine new skill sets developed allow for different entry and exit points across qualifications and promote career progression or specialist expertise in particular skills or job roles. They provide options for skills to be recognised, or built on, without the need to achieve a full qualification, and to meet the needs of the various stakeholders.
3. Have prerequisite units of competency been minimised where possible?	No FWP unit of competency included in this submission has a prerequisite requirement.
4. Are there other examples of evidence that demonstrate how the key features of the flexibility principle are being achieved?	Seven of the nine skill sets have been developed utilising imported units from two training packages (BSB and MSS).

Quality Principle 5

Facilitate recognition of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors.

Key features

Support learner transition between education sectors.

Equity requirements	Equity reviewer comments
1. What evidence demonstrates pathways from entry and preparatory level as appropriate to facilitate movement between schools and VET, from entry level into work, and between VET and higher education qualifications?	The FWP qualifications submitted for endorsement cover Certificate II to Certificate IV with pathways described in the FWP CVIG. The CVIG states that three qualifications (FWP20122, FWP20322, FWP30622) in this submission are appropriate for entry level workers and potentially for delivery to secondary students with users advised to contact the relevant STA/TTA for further advice. Advice relating to RPL and apprenticeship/traineeship pathways is provided in the FWP CVIG. The FWP CVIG states that 'There are currently no nationally applicable credit arrangements between any Skills Impact training package qualification and higher education qualification'.

Quality Principle 6

Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements.

Key features

Support implementation across a range of settings and support sound assessment practices.

Equity requirements	Equity reviewer comments
<p>1. Does the Companion Volume Implementation Guide include advice about:</p> <p>Pathways</p> <p>Access and equity</p> <p>Foundation skills?</p> <p>(see Training Package Standard 11)</p>	<p>The FWP CVIG, includes comprehensive information about access and equity issues and training pathway information. Guidance is provided to ensure that learners are not discriminated against, and about reasonable adjustment to accommodate learners with disabilities.</p> <p>The FWP CVIG also provides detailed information about foundation skills and the framework/s adopted to describe them. It emphasises that RTOs must consider these skills as part of the training and assessment for each unit.</p>
<p>2. Are the foundation skills explicit and recognisable within the training package and do they reflect and not exceed the foundation skills required in the workplace?</p>	<p>All new and revised units include a table addressing foundation skills based on the Australian Core Skills Framework. The foundation skills identified appear to be reasonable and not exceed the skills required in the workplace.</p>

Attachment 1 FWP v8.0 components

Revised qualifications (6)

FWP20122	Certificate II in Forest Operations
FWP20322	Certificate II in Timber and Wood Products Operations
FWP30122	Certificate III in Forest Operations
FWP30322	Certificate III in Timber and Wood Products Operations
FWP30622	Certificate III in Timber Building Products Supply
FWP40222	Certificate IV in Timber and Wood Products Operations

New units of competency (10)

FWPCOT3345	Develop knowledge of chain of custody certification requirements for forest and wood products
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FWPTMM3220	Develop knowledge of glue laminated timber or cross laminated timber production
FWPTMM4216	Plan for and supervise engineered wood product operations

Revised units of competency (42)

FWPCOT2268	Cut timber or engineered wood product to length or dimensions
FWPCOT2269	Operate and maintain a table saw
FWPCOT2270	Cut wood material with pole saw for unblocking machinery components
FWPCOT2271	Pack timber or wood products for despatch
FWPCOT2272	Rack timber or round poles
FWPCOT2273	Trim and cut felled trees
FWPCOT2274	Fell trees manually (basic)
FWPCOT3332	Machine timber or engineered wood products using CNC machining and processing centres
FWPCOT3333	Conduct heat plant operations
FWPCOT3334	Conduct steam boiler operations
FWPCOT3335	Conduct operator level equipment maintenance in forest and wood products industry
FWPCOT3336	Coordinate set up and operation of timber finger jointing line
FWPCOT3337	Operate timber finger jointing line
FWPCOT3338	Identify glues and gluing systems used in production of wood products
FWPCOT3339	Grade wood product visually
FWPCOT3340	Apply knowledge of log yard operations
FWPCOT3341	Coordinate and monitor wood chip stockpile
FWPCOT3342	Screen wood chips
FWPCOT3343	Test wood chips quality
FWPCOT3344	Transfer wood chips
FWPCOT3347	Fell trees manually (intermediate)
FWPCOT3348	Fell trees manually (advanced)
FWPCOT3349	Assess timber against quality requirements and specifications

Revised units of competency (42)

FWPCOT4221 Plan for and supervise log yard operations
FWPCOT4222 Plan for and supervise timber treatment plant operations
FWPSAW2213 De-stack timber drying racks
FWPSAW2214 Sort timber boards manually
FWPSAW3252 Assemble, operate and dismantle a portable sawmill
FWPSAW3253 Re-saw green timber
FWPSAW3254 Control and monitor automated green mill saw line
FWPSAW3255 Operate conventional log breakdown saw line
FWPSAW3256 Select and saw logs in multi-species operations
FWPSAW3257 Operate timber drying kiln
FWPSAW4208 Plan for and coordinate timber kiln drying operations
FWPSAW4209 Plan for and supervise log processing operations
FWPSAW4210 Plan for and supervise timber dry mill operations
FWPTMM3216 Plane and sand engineered wood product
FWPTMM3217 Develop knowledge of plywood or laminated veneer lumber production
FWPTMM3218 Develop knowledge of veneer preparation in plywood or laminated veneer lumber production
FWPTMM4213 Test finger jointed timber
FWPTMM4214 Test laminated wood product
FWPTMM4215 Plan for and coordinate timber product assembly

New skill sets (9)

FWPSS00068 Entry into a Saw Technician Role Skill Set
FWPSS00069 Entry into a Wood Machinist Role Skill Set
FWPSS00070 Process Control and Optimisation (Timber Sawmills) Skill Set
FWPSS00071 Foundational Leadership and Management (Log Yard Operations) Skill Set
FWPSS00072 Foundational Leadership and Management (Log Processing Operations) Skill Set
FWPSS00073 Foundational Leadership and Management (Timber Dry Mill Operations) Skill Set
FWPSS00074 Foundational Leadership and Management (Timber Kiln Drying Operations) Skill Set
FWPSS00075 Foundational Leadership and Management (Timber Treatment Operations) Skill Set
FWPSS00076 Foundational Leadership and Management (Engineered Wood Products Operations) Skill Set

Minor changes

Qualifications (4)

FWP30920 Certificate III in Timber Truss or Frame Manufacture Release 3
FWP31021 Certificate III in Saw Technology Release 2
FWP31121 Certificate III in Wood Machining Release 2
FWP40121 Certificate IV in Forest Operations Release 2

Units of competency (1)

FWPHAR4209 Plan for and coordinate forest harvesting operations Release 2

Attachment G: Copies of Letters of Support

From: Jye Hill <Jye.Hill@sttas.com.au>
Sent: Friday, 27 May 2022 3:52 PM
To: Georgiana Daian <gdaian@forestworks.com.au>
Subject: Support statement STT

To whom it may concern,

Sustainable Timber Tasmania were involved in the consultation process for the 3 new units of competency created to support harvesting operators, arborists and agency staff and volunteers engaged in vegetation clean-up operations post-bushfire, and close the gaps identified in the training packages.

The units have been written to ensure that skills and knowledge are consistent across states and meet relevant standards. This was achieved by using guidelines established by the Australasian Fire and Emergency Service Authorities Council (AFAC).

Sustainable Timber Tasmania were happy with the consultation process and feel the units were well structured and meet the skills development needs of bushfire support personnel.

Regards,

Jye

Jye Hill

Fire Management Coordinator South
0407 282 885



From: Hartwell, Richard <richard.hartwell@fpc.wa.gov.au>
Sent: Tuesday, 5 April 2022 10:35 AM
To: Georgiana Daian <gdaian@forestworks.com.au>
Cc: Reeve, Amanda <amanda.reeve@fpc.wa.gov.au>
Subject: RE: Assisting in Bushfire Units of Competency [Additional Changes and Validation Required by 15 April]

Hi Georgiana

Hope you are well.

I have reviewed the attached draft unit of competencies and confirm that the changes that have been input are appropriate and is a true update that fits in with requirements and expectations for dealing with fire effected trees after a bushfire.

Regards

Richard Hartwell

Senior Forester

Forest Products Commission

Warren Rd Nannup 6275

Phone: (08) 97563788 | Mobile: 0427462687 | Email Richard.hartwell@fpc.wa.gov.au

Web: www.fpc.wa.gov.au | www.facebook.com/fpcwa | www.twitter.com/fpcwa

From: Stephen Smith (QFES Assistant Commissioner) <StephenA.Smith@qfes.qld.gov.au>
Sent: Monday, 30 May 2022 9:56 AM
To: Georgiana Daian <gdaian@forestworks.com.au>
Subject: RE: Following up: Bushfire Units of Competency

Hi Georgiana

Apologies for delay I have been overseas with work.

As discussed QFES is happy that the consultations were appropriate and that the units meet the skills development needs of the bushfire support personnel. QFES supports.

Steve



Stephen Smith AFSM EMPA MLshipMgt GAICD
A/Deputy Commissioner, Capability and State Services

Queensland Fire and Emergency Services

a. PO Box 1425 Brisbane Qld 4001

m. +61 (0)414 262 437 e. StephenA.Smith@qfes.qld.gov.au

www.qfes.qld.gov.au | <http://www.qld.gov.au/emergency>

Respect | Integrity | Courage | Loyalty | Trust

From: Jones, Mark (CFS) <Mark.Jones2@sa.gov.au>
Sent: Tuesday, 31 May 2022 12:00 AM
To: Georgiana Daian <gdaian@forestworks.com.au>
Subject: RE: Following up: Bushfire Units of Competency

Thanks Georgiana, [...]

The South Australian Country Fire Service was delighted to have had the opportunity to contribute to the development of the new Bushfire Units of Competency. We work closely with many land management agencies when firefighting and it is tremendously helpful when they are trained to recognised and approved standards because they understand the firefighting operations and consequently interact better with fire crews. Many of our most challenging fires start from land clearance or fuel reduction burns and I would say that it is vital that anyone involved in such operations is well trained to do so. Falling trees are all too often the cause of serious injury to firefighters and any initiatives that enhance the competence of people in assessing the risks posed by large trees in fire zones will be a useful safety enhancement. Such knowledge cannot solely be the domain of the forestry or firefighting sectors – all people who are involved in this operations need to have an understanding and the new units of competency are a great basic building block for these purposes.

I hope this is useful. Best wishes, Mark

Mark Jones
QFSM, Chief Officer
South Australian Country Fire Service
37 Richmond Road (“Kumatpi Trruku”)
Adelaide SA 5000

From: Ben Sparks PST <ben@powersafetytraining.com.au>
Sent: Friday, 1 April 2022 1:42 PM
To: Georgiana Daian <gdaian@forestworks.com.au>
Subject: RE: Chainsaw Operations Units of Competency [Additional Changes and Validation Required]

Hi Georgiana,
Changes that have been made look much more in line with typical training on the levels relevant.
[...]
I certainly agree with the wording now on the units they now make some sense and [are] more achievable.
Thanks for the chance to voice my opinion and job well done [...].

Thank you and kind regards

Ben Sparks

Training and Business Development Manager

m 0417 734 356 | **p** 1300 123 778
a 51 Gunnedah Rd, Taminda NSW 2340
a 134 Briggs Rd, Raceview QLD 4305
e ben@powersafetytraining.com.au
w powersafetytraining.com.au



From: learn@vsr.com.au <learn@vsr.com.au>

Sent: Wednesday, 15 June 2022 9:25 PM

To: Georgiana Daian <gdaian@forestworks.com.au>

Subject: RE: Chainsaw Operations Units of Competency

Hello Georgiana,

This email is to support the changes to the Chainsaw Operations Units of Competency:

Trim and cut felled trees

Fell trees manually (basic)

We train many other people besides forestry workers eg farmers, grounds men, government departments, vegetation management workers & these changes are in line with their needs.

These changes are realistic in that they require students to concentrate on the real practical skills required to

Trim and cut felled trees & Fell trees manually (basic) without overdoing it.

In trim and crosscut, the 6 basic cuts are mandatory which is really essential for industry standard chain saw operators to know.

The requirement to trim & crosscut one tree is much more sensible than 6 fallen trees as it is simply not practical to have 6 trees on the ground for each student – we need to protect the environment & limiting the number of trees cut up is one way of helping the environment. Many trainers -me included- would not have 6 trees per student to cut & would be forced out of business & so some students would miss out on training as there are not many trainers around..

The real emphasis is to master the 6 basic cuts which can be applied to any tree in the future & the new way is also more time efficient.

Fell trees manually (basic) is now much more realistic and in tune with students having to demonstrate on practice stumps correct basic technique 4 times and then fall 2 basic trees correctly.

This will be effective & also show care for the environment by having 2 trees / student.

It is not easy to get any more than 2 trees / student in the one place to fall & these new changes are to be applauded.

The consultation has been appropriate & has brought about real positive change.

Kind regards |

Colin MacRae

Colin & Roslyn MacRae

VS&R Training

2513 Mitchell Highway

VITTORIA NSW 2799

Phone: 0412 291 054