



Case for endorsement

FWP Forest and Wood Products Training Package

Version 3.0

**Submitted by Skills Impact
on behalf of
Forest Management and Harvesting
Industry Reference Committee**

October 2017

Contents

A. Administrative details.....	4
B. Description of work and request for approval.....	6
C. Evidence of Industry support	8
D. Industry expectations about training delivery.....	9
E. Implementation of the training package components	10
F. Quality assurance reports	12
G. Implementation of COAG Industry Skills Council reforms to training packages	13
H. Evidence of completion.....	14
I. IRC support	15
Appendix 1: Components for endorsement	16
Appendix 2: Industry support	18
Appendix 3: Mapping information	26
Appendix 4: Quality assurance report	32

A. Administrative details

This section provides an overview of the relevant organisations, the case for change and training package components for endorsement.

Industry Reference Committee submitting the Case for Endorsement

This submission is made by the Forest Management and Harvesting Industry Reference Committee (IRC).

Skills Service Organisation supporting the submission

Skills Impact Ltd is the Skills Service Organisation (SSO) supporting this submission.

Components submitted for approval

Twelve (12) units of competency are submitted for approval. Please refer to **Appendix 1 Components for Endorsement** for full details of all components.

Note

During this project industry feedback indicated that one unit of competency is no longer required. We therefore request approval for its deletion.

Case for Change details

The Activity Order Skills Impact/TPD/2016-17/001 was approved on 17 November 2016.

Activity start date: 5 January 2017

Activity finish date: 31 October 2017

Requirements set by the Australian Industry and Skills Committee (AISC) in relation to the training package development work

1. Review units of competency

Review thirteen (13) units of competency to reflect the new job requirements and level of performance expected in the forest harvesting and processing operations for in-forest optimisation. If units are improved then ensure:

- compliance with *Standards for Training Packages 2012*;
- content is updated to meet industry requirements, in particular include process optimisation and on-board computer technology to maximise log product recovery, quality and transportation.

2. Develop new units of competency

Develop one (1) new unit:

- Use of on-board computer systems for mechanised harvesting operations.

B. Description of work and request for approval

The section describes the work undertaken and the decision being sought from the AISC.

Work undertaken and why

In 2015, industry indicated that improving the competence of forest harvesting operators to support product quality, maximising value recovery and efficiency is important for the Australian forest and wood products industry. It is essential that these skills and knowledge are reflected in the qualifications and units of competency.

The project commenced in December 2016 with the setup of a Technical Advisory Committee to support the training package development work with sound industry expertise.

During the development work, the project addressed the following:

- Developed two (2) new units of competency for the efficient use of on-board computer systems in relation to single grip harvester and forwarder.

Feedback from the Technical Advisory Committee indicated that 2 units of competency are required as on-board computer systems have distinct applications for single grip harvester and forwarder. For single grip harvesters, on-board computer systems are used to achieve maximum product value recovery during harvesting. For forwarders, they are used to optimise product loads (volumes and weights) during transportation to customers.

- Reviewed and improved ten (10) existing units of competency for harvesting machine operations.

Following feedback from industry, the units were improved to include:

- Safe and appropriate operation of the machines;
- Practices for production cycle efficiency and product quality with outcomes including minimal damage to log products and correct product segregation, stacking, identification and presentation to the roadside or landing area.
- Reviewed and deleted one (1) unit of competency, *FWPHAR3208 Conduct boom delimeter operations*, as feedback from industry indicated that this technology is no longer used in Australia. The *FWPSS00010 Skill set for boom delimeter operations* was also deleted.
- Reviewed and applied minor changes to two (2) existing units of competency: *FWPHAR3210 Conduct mechanical processor operations* and *FWPCOT2226 Debark logs mechanically*. As the reviewed units were deemed to have equivalent outcomes, they are not being submitted for endorsement by the AISC and the changes will be implemented as a minor change in training.gov.au.
- Updated eight (8) skill sets and deleted one (1) skill set. This non-endorseable change will be implemented during the upload to training.gov.au.
- It was considered appropriate for the two new units to be added to the elective bank of *FWP30216 Certificate III in Harvesting and Haulage*. This non-endorseable change will be implemented during the upload to training.gov.au.

Note

The Forest Harvesting Optimisation Case for Change estimated only one new unit of competency for development. However, feedback received from industry indicated that two new units were required.

Decision being sought

This submission proposes the Case for Endorsement of the amended components of the *FWP Forest and Wood Products Training Package Version 3.0*:

The draft components submitted for endorsement by the AISC are:

- Two (2) new units of competency
- Ten (10) revised units of competency
- Deletion of one (1) unit of competency.

All components submitted for endorsement have been developed and reviewed in accordance with the *Standards for Training Packages 2012*, the *Training Package Products Policy 2012* and the *Training Package Development and Endorsement Policy, 2016*. Please refer to Appendix 1 for the list of components for endorsement.

Evidence of consultation with states and territories, and evidence that the views of key stakeholders have been considered, is provided in this document at Appendix 2.

This Case for Endorsement is approved by the Forest Management and Harvesting IRC and is therefore submitted through the Department of Education and Training for AISC consideration.

C. Evidence of Industry support

This section provides evidence that the *FWP Forest and Wood Products Training Package Version 3.0* is supported by industry.

Support by IRC(s)

Members of the Forest Management and Harvesting IRC provided their support for this submission by emails received during 28 August – 8 September 2017.

Please refer to Section I. IRC support for written evidence of support.

Consultation with stakeholders

During the development and validation stages of the training package components, the following communication strategies were used for consultation with stakeholders.

A project page was set up on the Skills Impact website at the start of the project with information about the project, together with progress updates. The project page remained on the website throughout the project. Visitors were invited to register their interest so that they received email alerts about the project, for example, opportunities to provide feedback on draft materials¹.

Two consultation meetings via teleconference were held with Technical Advisory Committee (TAC) members during the project development phase. Considerable TAC feedback was also received via the telephone and email, with over 300 emails being exchanged.

Broad industry consultation took place between 2 June and 30 June 2017 when the draft units and skill sets were made available on the Skills Impact website. Stakeholders provided feedback via online questionnaires, emails or telephone calls. Further industry consultation was held between 27 July and 11 August 2017 to validate the final draft units.

In addition, representative from Skills Impact and ForestWorks accepted an invitation and attended the training provider network meeting organised by the Australian Timber Trainers Association (ATTA) in Victoria to provide updates on the project.

Please refer to **Appendix 2: Industry support** for a list of activities conducted, together with organisations and individuals consulted.

State/Territory engagement

Project updates were also delivered to the industry through AFCA's regional meetings held in Victoria, South Australia and Western Australia during June-August 2017.

Emails and newsletters were sent by Skills Impact to state and territory training authorities (STAs), VET regulators and other stakeholders to keep them informed of the project's progress.

The Case for Endorsement and *FWP Forest and Wood Products Training Package* components were submitted to State Training Authorities for consideration between 9 and 20 October 2017.

Reports by exception

There are no reports by exception.

¹ <http://www.skillsimpact.com.au/forest-management-and-harvesting/training-package-projects/forest-harvesting-optimisation/>

D. Industry expectations about training delivery

This section explains the advice provided in the Companion Volume Implementation Guide for the *FWP Forest and Wood Products Training Package*, together with recommendations for delivery of qualifications as traineeships/apprenticeships.

Training delivery

Industry continues to place heavy emphasis on skill currency and formal training, particularly due to the high-risk nature of the forest operations.

Machine harvesting operators are expected to be competent in their roles and to support safety, product quality and efficiency outcomes. Product quality and efficiency are now key requirements along safety operations across the whole industry.

The methods and knowledge base for product quality and efficiency vary according with the production system and type of log products, whether it is for sawlog or pulp log production. On this basis, the industry is keen to experience training that is contextualised to the production environment and requirements in which they operate.

Training is generally delivered on-the-job as it is more successful in developing confidence and knowledge and is supported by suitable training providers and assessors. Requirements for assessments to take place using harvesting machines and within a forest harvesting site are included in most of the units of competency. This will allow those workers who are already in the industry to build their skills and complete assessments in their own workplaces. Training needs to be flexible and adaptable to the existing knowledge and skill base of the operator. For new entrants to the industry, training providers will need to arrange access to a forest harvesting site in order for learners to receive effective training and to meet the assessment requirements.

On-the-job training, as with most training, requires some follow up with students and employers to ensure the learning outcomes have been achieved and are being implemented.

Industry indicated that computer simulators can be used to teach the new units for on-board computers but the actual assessment must be done on the machine as long as the learners are already competent machine operators with appropriate accreditation. A combination of on-site training by employer and/or technology vendor in partnership with a training provider and workplace based learning strategies is being considered by the industry as an option for teaching the on-board computer units.

The Implementation Guide also outlines additional information to consider when delivering training and assessing knowledge for harvesting operators. Industry feedback outlined a range of specific knowledge/learning which may be required in some production environments in relation to work health and safety risk control measures, machine maintenance, log quality characteristics and defects, measuring systems fitted on harvesting heads, colour marking functions of on-board computer systems for colour branding and inspection and replacement of cutting head attachments for forwarders.

Industry is strongly in favour of training via skill sets. This is partly because individual skills can be recognised and linked to occupational job roles supported by the industry. It also allows those workers who complete skill sets to use these as credit towards a full qualification.

Delivery as apprenticeship/traineeship

The *FWP Forest and Wood Products Training Package* is designed to facilitate implementation of Australian Apprenticeships/Traineeships. Apprenticeships providing nationally recognised qualifications which have been updated as part of this project may be suitable for harvesting and haulage and other occupations.

- FWP20216 Certificate II in Harvesting and Haulage
- FWP20416 Certificate II in Wood Panel Products
- FWP20316 Certificate II in Sawmilling and Processing
- FWP30216 Certificate III in Harvesting and Haulage
- FWP30116 Certificate III in Forest Growing and Management

E. Implementation of the training package components

This section explains how the training package meets occupational and/or licensing requirements and identifies particular implementation issues and strategies to manage these issues.

How training package components meet occupation and licensing requirements

Harvesting operations are recognised by work health and safety authorities as high-risk activities. However, there are no regulated occupational licencing requirements for harvesting operations. To satisfy obligations and liabilities under national work health and safety regulations, the industry requires suitable training from all harvesting machine operators to safely undertake their work functions. Industry establishes minimum skill requirements which are verified by a third party via FOLS and managed by ForestWorks. Industry requirements are also reflected in the structure of each skill set. No skill set was altered as part of this project.

Significant industry feedback was received on the units of competency in terms of skills and knowledge expected of operators to meet legal obligations of Work Health and Safety and Environment Protection Acts and regulations. This feedback was adopted and the requirements are explicitly reflected within the Knowledge Evidence and Assessment Conditions fields of each reviewed unit of competency.

Implementation issues and management strategies

The aims of this project were to include competency-based content on process optimisation and efficient use of on-board computer systems for use in commercial forest environments to maximise log product recovery, quality and transportation. This content has been included in the performance criteria and the knowledge evidence of harvesting machine operation units of competency to ensure that safety, value recovery, quality and efficiency are part of delivery and assessment.

To assist training providers in delivering and assessing this new content, sufficient information was provided in the performance criteria in regards to expected outcomes from the tasks and instruments needed to perform the tasks (i.e. production plan, standard operating procedures, site operational plan, legislative requirements). The content for performance evidence and knowledge evidence was also improved to map against revised performance criteria. The Implementation Guide was also updated with additional information and links to State and Territory health and safety and environmental protection authorities.

The main challenge of the project was to maintain units of competency useful to the whole industry, while accommodating variations in requirements based on variations in the operating environments.

Solutions were discussed with both the technical experts and stakeholder respondents in the consultation process. Based on this feedback and recommendations, the units were written to describe requirements around product quality in terms of meeting production plan or systems. This has some implications for training providers by requiring them to liaise with individual organisations and customise training according with their specific production environment, whether it is for sawlog or pulp log production.

Industry stakeholders raised concerns about available resources, including skilled VET trainers and assessors, to deliver the new on-board computer units. There needs to be training programs for trainers and assessor (i.e. professional development workshops and webinars) and teaching resources (i.e. manuals and assessment tools) to support successful implementation of these new units. There also needs to be some pathways/options for operators/unit users who are not yet up to the required skill or digital competency level to undertake these units. These issues were communicated to the IRC for consideration and decision on appropriate actions. One option previously suggested by the industry was a combination of on-site training by employer and/or technology vendor in partnership with a training provider and workplace based learning strategies.

Further implications for training providers are the increased workload required to update existing resources and scope as follows:

- Adding a new unit to the scope of registration
- Updating scope for reviewed units subject to the extent of the changes
- Updating or developing training resources and assessment tools, in line with the improved and new units of competency
- Enabling high quality professional development for teachers in cooperation with the industry's leading businesses and technology providers

Further implementation advice

There is no further implementation advice.

F. Quality assurance reports

Skills Impact declares that the proposed components of the *FWP Forest and Wood Products Training Package Version 3.0* meets the requirements of the Standards for Training Packages 2012 and the Training Package Development and Endorsement Process Policy.

The table below provides a statement of evidence that the components meet the Training Package Quality Principles.

Principle	Evidenced by:
1. Reflect identified workforce outcomes	Changes demonstrate a clear link back to relevant AISC decisions commissioning the work and the Case for Change Training package components are compliant with the Standards for Training Packages 2012, the Training Package Products Policy and the Training Package Development and Endorsement Process Policy Open and inclusive consultation and validation commensurate with scope and impact has been conducted.
2. Support portability of skills and competencies including reflecting licensing and regulatory requirements	Other national and international standards for skills have been considered.
3. Reflect national agreement about the core transferable skills and core job-specific skills required for job roles as identified by industry	Active engagement across industry has sought to achieve a national consensus about the advice provided to the AISC.
4. Be flexible to meet the diversity of individual and employer needs, including the capacity to adapt to changing job roles and workplaces	The new and improved units are flexible so that enable application in different contexts.
5. Facilitate recognition of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors	Not applicable.
6. Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements	Units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth Compliance with the TPCMS/National Register requirements for publication Implementation advice is provided in the <i>Companion Volume Implementation Guide</i> that is ready for publication at the same time as the Training Package.

The declaration and statement of evidence is confirmed by the independent Quality Report which is provided at **Appendix 4: Quality Report**.

The *FWP Forest and Wood Products Training Package* and *FWP Forest and Wood Products Implementation Guide* has been quality assured through Skills Impact's quality processes and is available.

G. Implementation of COAG Industry Skills Council reforms to training packages

The decision being sought from the AISC would support the COAG Industry and Skills Council reforms to training packages. Completion of training package development work, together with consultation with relevant stakeholders, confirms that the submission:

- Does not duplicate existing qualifications or units of competency;
- Removes a unit of competency and a skill set that industry has deemed to be obsolete;
- Explains how it meets industry's expectations of training delivery.

H. Evidence of completion

Skills Impact confirms that the proposed components of the *FWP Forest and Wood Products Version 3.0* have been completed according to the work assigned by the AISC in the Business Case and the subsequent Activity Order.

Note that based on industry feedback two new units of competency were developed instead of one unit as was estimated in the Forest Harvesting Optimisation Case for Change.

Full copies of the listed training package components are provided with this Case for Endorsement.

Evidence that training package component(s) are prepared for publication.

The Quality Report provides confirmation that the draft components meet the *Standards for Training Packages 2012*.

All components have been created to comply with the National Register requirements for publication. The **Mapping Summary** in **Appendix 3 Mapping information** provide details of the changes to the training package components that are required to allow them to be published on the National Register. Note that the mapping information is for the components being submitted for endorsement as well as the units, qualifications and skill sets undergoing minor upgrades not requiring endorsement.

I. IRC support

The Forest Management and Harvesting IRC supports the submission of the training package components detailed in this Case for Endorsement.

Signed for and on behalf of the Forest Management and Harvesting IRC by its appointed Chair.

Name of Chair: Stacey Gardiner

Signature of Chair:



Date:

31 October 2017

Appendix 1: Components for endorsement

a. List of unit titles and codes and associated assessment requirements

Units of competency in the <i>FWP Forest and Wood Products Training Package Version 3.0</i>	
Code	Title
FWPCOT2242	Segregate and sort logs
FWPCOT3270	Grade and mark logs
FWPHAR3222	Use on-board computer systems for forwarder
FWPHAR3223	Use on-board computer systems for single grip harvester
FWPHAR3224	Operate crawler tractor
FWPHAR3225	Operate excavator with log grapple
FWPHAR3226	Operate feller buncher
FWPHAR3227	Operate forwarder
FWPHAR3228	Operate loader
FWPHAR3229	Operate single grip harvester
FWPHAR3230	Operate skidder
FWPHAR3231	Operate yarder

b. Credit arrangements

Credit arrangements for <i>FWP Forest and Wood Products Training Package Version 3.0</i>		
Qualification Code	Qualification Title	Credit Arrangement Details
FWP20216	Certificate II in Harvesting and Haulage	At the time of endorsement of this training package, no national credit arrangements exist
FWP20416	Certificate II in Wood Panel Products	At the time of endorsement of this training package, no national credit arrangements exist
FWP20316	Certificate II in Sawmilling and Processing	At the time of endorsement of this training package, no national credit arrangements exist
FWP30216	Certificate III in Harvesting and Haulage	At the time of endorsement of this training package, no national credit arrangements exist
FWP30116	Certificate III in Forest Growing and Management	At the time of endorsement of this training package, no national credit arrangements exist

Appendix 2: Industry support

Technical Advisory Committee

Name	Organisation
Adan Taylor	GMT Logging
Andrew Sanderson	Forestry Corporation of NSW
Chris Phillips	Hancock Victorian Plantations
Damian Walsh	Margules Groom Consulting
Gavin Dohnt	LV Dohnt
Ian Reid	Austimber
Wayne Miller	Plantation Harvesting

Industry Feedback

Broad industry consultation respondents (to draft units via email and/or phone)

Name	Organisation	State
Andrew Nicholson	South Regional TAFE	WA
Andy Cusack	LITA Training	SA
Bree Venturoni	Retreev Pty Ltd	VIC
Danny Habets	L.V.Dohnt & Co	SA
David Priem	TAFE NSW	NSW
Gavin Dohnt	L.V.Dohnt & Co	SA
Heather May	Latrobe Valley Training and Assessment Centre	VIC
Kate Bryce	Melbourne Polytechnic	VIC
Keith Eastley	TasTAFE	TAS
Peter Scott	KF Support	VIC
Peter Stiles	Forestry Corporation NSW	NSW
Peter van den Hoogen	L.V.Dohnt & Co	SA
Sam Hall	ARBRE Training Hub	TAS

Validation respondents

Validation respondents (to final draft units via email and/or phone)

Name	Organisation	State
Andrew McGuire	VicForests	VIC
Andrew Nicholson	South Regional TAFE	WA
Andrew Sanderson	FCNSW	NSW
Andy Cusack	LITA Training	SA
Bree Venturoni	Retreev Pty Ltd	VIC
Chris Phillips	HVP Plantations	VIC
Kate Bryce	Primary Industries Curriculum Maintenance Manager	VIC
Keith Eastley	TasTAFE	TAS
Lee Carter	Department of Education and Training	VIC
Les Allen	Allens Logging and Training	QLD
Peter Scott	Kinetic Force Support Services	QLD
Peter van den Hoogen	LV Dohnt & co	SA

Evidence of consideration of stakeholder view

Consultation Feedback Report

The draft units were uploaded to the website during June 2017 for consultation and feedback. There were 13 responses, representing 7 training providers (SA, VIC, NSW, TAS, and WA), 3 industry businesses (NSW, SA, VIC) and 1 technology vendor.

Below is a summary of the issues raised and how these issues have been resolved. This involves consideration of the information provided, views of industry stakeholders where known, and views provided by the people who are part of the Technical Advisory Committee process. Resolutions are constructed to take into account of the needs and views of stakeholders to the extent possible, consistent with Training Package Standards, and they often represent a compromise on one or more of the stakeholder views with the aim of a workable outcome for industry, STAs and Training Providers.

There were a number of changes made to the units that are not noted here as they are considered minor edits/corrections. Examples of this include the use of more appropriate words or rearrangement of text, without modification of content.

Stakeholders feedback and issues	Consideration and proposed resolution
All machine operation units	
<p>Feedback from industry was that there was no need to have separate units for operating harvesting machines for sawlog and pulp log production</p>	<p>The project supported the feedback to have single units for operating harvesting machines.</p> <p>Existing machine operator units were updated to cover the various skills in optimisation, which included approaches to minimising log damage, segregation and stacking, product identification, presentation of logs and knowledge of log quality characteristics.</p> <p>The units now describe optimisation requirements in terms of meeting '<i>production plan requirements</i>' or '<i>production systems</i>', to allow training to be customised according to the production environment, whether it is for sawlog or pulp log production.</p>
<p>Remove the GPS requirement as this technology is not applicable in all forest environments and harvesting operations, and will create a barriers for learners</p>	<p>The project removed GPS requirements from the machine operation units and maintained them in the on-board computer units.</p>
<p>Operators are required to be aware of and comply with standard operating procedures and production plans as opposed to identifying risks, identifying access to trees or determining cutting sequence</p>	<p>This issue was considered by the Technical Advisory Committee (TAC) and it was determined that the units do need to require operators to know how to identify risks and follow safety management procedures with regards to these risks. Likewise, the operators are required to know how to identify access to trees and determine cutting sequence, where required.</p>
<p>Feedback suggested that the project includes requirement to demonstrate use of correct processes for de-energising the machine</p>	<p>The project has added '<i>de-energise and isolate machine</i>' into the performance criteria, performance evidence and knowledge evidence as follows:</p> <p><i>Shut down, de-energise and isolate machine in line with organisational procedures and machine operation manual</i></p>
On-board computer for single grip harvester	
<p>Re-word terms to be generic and cover all brands, e.g. '<i>bucking instruction files</i>' vs '<i>cutting instruction files</i>' or <i>APT files</i></p>	<p>The units now use the term '<i>cutting instruction files</i>' in the units, as generic terminology.</p>
<p>It was proposed that the project review the following requirements for maintaining or removing from the unit as they are not always used and/or required of an operator:</p> <ul style="list-style-type: none"> Set-up or adjust colour marking settings Use harvester controls to colour mark or brand individual logs Adjust the settings of diameter potentiometer or encoder 	<p>The project has removed all colour-branding requirements from the unit as this is not always a prescribed outcome. Colour-branding requirements instead will be in the Implementation Guide as a recommendation.</p> <p>The project maintained '<i>Adjust the settings of diameter potentiometer or encoder, by using the software's diagnostic menu</i>' in the unit.</p>

Stakeholders feedback and issues	Consideration and proposed resolution
Remove 'trouble shooting' terminology as to trouble shoot a GPS or computer system is not a reasonable task to ask of an operator	The project has replaced ' <i>trouble shooting</i> ' with ' <i>identify and report</i> ' faults
<p>Include additional knowledge requirements as follows:</p> <p>Values in the price matrix and how they affect the performance of the cutting instruction file</p> <p>Feed performance and feed ramping to ensure correct lengths are achieved</p> <p>Bark parameters and how they can affect accurate diameter measurements and calibrations</p> <p>Methods to adjust and monitor grapple or delimeter arm pressures using the computer</p>	<p>The following knowledge evidence now appears in the unit:</p> <p><i>Values in the price matrix and how they affect the performance of the cutting instruction file</i></p> <p><i>On-board computer methods to adjust feed performance and feed ramping to ensure correct lengths are achieved</i></p> <p><i>On-board computer methods to adjust and monitor grapple or delimeter arm pressures</i></p>
Accredited training programs are also required for technicians who program the cutting instruction files.	This is beyond the scope of this project and the Training Package Issues Register will now list the idea of developing a new unit for the construction and building of APT Files, or exploring whether there is an ITC unit that already covers this issue.
Feller buncher unit	
<p>Remove the requirement to '<i>Fit cutting equipment on feller buncher</i>'. This activity is done by mechanics, not operators.</p> <p>Also, include inspection of cutting equipment.</p>	<p>The project has replaced '<i>fit cutting equipment</i>' with '<i>inspect cutting equipment</i>' in the performance criteria.</p> <p>Further details about the various types of cutting equipment (i.e. chain saw bar, circular saw or shearing head) and specific inspection/replacement requirements will also be inserted in the Implementation Guide.</p>
Debark logs mechanically	
<p>Develop a new unit specifically for in-forest mechanical debarking of logs.</p> <p>FWPCOT2226 Debark logs mechanically is for use in mills and processing plants.</p>	<p>The project considered this issue and after consultation with the TAC and other stakeholders determined that a separate unit for this function is not required.</p> <p>In-forest debarking is a component of log processing for single grip harvester in some regions, which does not require substantial additional skills.</p> <p>In-forest debarking is also conducted in some forest operations with excavators with log grapple. The Training Package Issues Register will list this issue of operation of an excavator with log grapple for debarking, to be looked at in a different project.</p> <p>A project was also proposed and documented in the Issues Register for in field wood chipping operations, which covers development of new units</p>

Stakeholders feedback and issues	Consideration and proposed resolution
	and skill sets including the use and operation of flail debarker.
Optimisation skill sets	
<p>Include in the skill sets for optimisation also the following units for environmental care and WHS:</p> <p>FWPCOR2203 Follow environmental care procedures</p> <p>FWPCOR2205 Follow WHS policies and procedures</p> <p>HLTAID003 Provide first aid</p>	<p>The project considered this issue and after consultation with the TAC determined that a new skill set for optimisation in single grip harvester and forwarder operations would be a duplication of the existing skill sets, i.e. FWPSS00019 Skill set for a single grip harvester operator and FWPSS00013 Skill set for a forwarder operator.</p> <p>These two existing skill sets, which already include the environmental care and WHS units, will be updated with the revised machine operator units and the on-board computer units can be accessed separately, where required.</p>

Validation Feedback Report

The final draft units were uploaded to the website during 27 Jul – 11 Aug 2017 for validation. There were 13 respondents, representing 5 industry businesses (VIC, NSW, SA), 5 training providers (VIC, NSW, WA, QLD, TAS), 1 technology vendor and 1 State Training Authority.

Below is a summary of the issues raised and how these issues have been dealt with. This involved consideration of the information provided, views of industry stakeholders where known, and views provided by the people who are part of the Technical Advisory Committee process. Resolutions are constructed to take into account the needs and views of stakeholders to the extent possible, consistent with Training Package Standards, and often represent a compromised position with the aim of a workable outcome for industry, STAs and Training Providers.

Acronyms used in the table: PC – Performance Criteria; PE – Performance Evidence; KE – Knowledge Evidence; TAC – Technical Advisory Committee

Stakeholder feedback and issues	Consideration and proposed resolution
Existing Units (machine operator units)	
<p>Grade and mark logs / Segregate and sort logs. There seems to be some overlap in duties required to be competent in, between the grade and mark logs unit and the segregate and sort logs unit.</p>	<p>There will be an overlap on these two units and depending on the situation and the job description assigned to the operator/user that will always be the case.</p>
<p>Skidder and yarder operators do not segregate or mark logs as outlined in the draft units. These skills cannot be assessed as they are not required on-site.</p>	<p>Based on further consultation with the TAC, any reference to the following activities has been removed from yarder, skidder and crawler tractor:</p> <ul style="list-style-type: none"> ▪ Visual assessment ▪ Marking and reporting logs that cannot be clearly assessed ▪ Maintain stack separation and identification

Stakeholder feedback and issues	Consideration and proposed resolution
Suggestion to remove the word <i>'typical'</i> in the first dot point of KE.	The word "typical" has been removed from the first dot point of KE
There is no mention of firefighting equipment in PC but there is in KE.	<p>The reference to 'emergency procedure' in PC 1.2 was removed and a new PC was added, PC 1.3 Identify emergency plan procedures to follow in the event of an emergency.</p> <p>KE regarding the firefighting equipment has been reworded as follows:</p> <p>knowledge of <i>'required emergency response procedure including firefighting resources and emergency response'</i></p>
Regarding <i>'location of machine's major mechanical systems and energy stored'</i> in KE. What does this mean? Needs clarification	<p>The knowledge requirement has been reviewed for clarity and it now reads as following:</p> <p><i>'location of machine's major mechanical systems and parts of the machine in which energy is stored as outlined in operator manuals for safe and efficient conduct of the machine operator maintenance tasks'</i></p>
<p>Intent of wording in the application section of most units is unclear as highlighted below. Please clarify.</p> <p><i>'The main job functions are to load log trucks and/or sort log stacks at roadside or landing area for transportation <u>by ensuring a safe and optimal extraction for further processing.</u>'</i></p>	<p>These paragraphs have been reviewed and they now read as in the example provided below:</p> <p><i>'The main job functions are to load log trucks and/or sort log stacks at roadside or landing area for transportation. Activities are to be conducted safely and efficiently.'</i></p>
Regarding the preamble in PE - there is no statement in the "Standards for Training for Training Packages – Assessment Requirements Template – Performance Evidence" that includes the words 'foundation skills'.	<p>The words <i>'foundation skills'</i> have been removed from the preamble of PE:</p> <p><i>'An individual demonstrating competency must satisfy all the elements and performance criteria of this unit'</i></p>
<p>When compared with the current units, the foundation skills section includes new elements including:</p> <ul style="list-style-type: none"> ▪ navigate the world of work ▪ interact with others ▪ get the work done <p>Why are these elements added and how are they going to be assessed?</p>	<p>Skills Impact uses two frameworks to complete the requirements for this field:</p> <ul style="list-style-type: none"> ▪ Australian Core Skills Framework (ACSF)² ▪ Core Skills for Work Framework (CSfW)³ <p>Newly added skills are part of the CSfW skill clusters.</p> <p>Based on the feedback received, the Foundation Skills section has been reviewed and streamlined further.</p> <p>Refer also to the previous item about foundation skills.</p>

² The ACSF can be downloaded at: <https://www.education.gov.au/australian-core-skills-framework>

³ The CSfW can be downloaded at <https://www.education.gov.au/core-skills-work-developmental-framework>

Stakeholder feedback and issues	Consideration and proposed resolution
New units (on-board computer unit for single grip harvester)	
<p>PC 2.3 is incorrect. Change as shown below:</p> <p>2.3 Assign quality grade buttons on the joystick keypad by editing the length buttons settings in the cutting instruction file</p> <p>There is no simple way to describe how operators can assign quality grade to buttons on the joystick keypad. Unfortunately this process is different for all harvesters.</p>	<p>Proposed changes are now incorporated into the unit.</p>
<p>Suggestion to include knowledge of limitations/restrictions as to computer overriding to prevent issues with the software and the machine</p>	<p>A new knowledge component was added: <i>Knowledge of 'limitations/restrictions as to computer overriding as prescribed by forest management organisations to prevent issues with the software and the machine'</i></p>
<p>It occurs that electronic callipers linked to on-board computers do not work properly in some cases or workplaces. Thus, quality control audits cannot be assessed in these instances.</p>	<p>Following feedback from the TAC, the quality control requirements have been retained in the units as they are important to optimisation and value recovery.</p> <p>Contractors could have faulty callipers or old software in the on-board computer systems but there is a responsibility for assessors to ensure that the necessary equipment is available for training and assessment and it works correctly.</p>
<p>Harvester simulator can be used as a teaching tool but the actual assessment must be done on the machine</p>	<p>This comment has led to removing harvester simulator from the assessment conditions / resources, equipment and materials.</p>
<p>Regarding Element 5. Manage production data - is this correct language of level 3? Suggestion to use 'Store and retrieve production and calibration data'.</p>	<p>The word '<i>Manage</i>' has been replaced with '<i>Store, access and retrieve production and calibration data</i>'</p>
<p>Quite a lot of the knowledge evidence appears to be knowledge about performance evidence.</p> <p>e.g. using the on-board computer keyboard and mouse or touchscreen</p> <p>Knowledge evidence to be collected is often about things that need to be known that cannot be shown. If it can be shown then the knowledge has already been demonstrated. Otherwise we would need some form of Knowledge Based Test question for each Knowledge Evidence criteria. e.g. How do you use the on-board computer keyboard and mouse or touchscreen?</p> <p>Easy to demonstrate, difficult to explain on paper or verbally. For each knowledge-based criteria, we should be able to ask a question that can be answered.</p>	<p>In the units, the knowledge evidence section outlines the knowledge that assist an operator/user to perform the range of tasks/activities for a job and to deliver expected outcomes.</p> <p>These documents do not indicate how the skills and knowledge assessment has to be conducted. It is up to the assessors to determine which method they use to check that the outlined skills and supporting knowledge are acquired. By means of an example, it can be by observation, written answers or a combination.</p>

Stakeholder feedback and issues	Consideration and proposed resolution
<p>Concerns regarding available resources to deliver the on-board computer units:</p> <p>What subsequent training programs have been developed to go hand in hand with these new accreditation units?</p> <p>What path do the students have if they are not up to the skill level?</p> <p>Who can legitimately make these assessments?</p> <p>All these questions need to be resolved prior to release.</p>	<p>This concern will be shared with the Forest Management and Harvesting Industry Reference Committee (IRC) and Skills Impact for consideration and to decide on appropriate action.</p>

Appendix 3: Mapping information

Qualifications

Note that qualifications are not for endorsement by the AISC.

<i>FWP Forest and Wood Products Training Package Version 3.0</i>			
Mapping of qualifications			
Code and title (previous version)	Code and title (current version)	Comments	Equivalence statement
FWP20216 Certificate II in Harvesting and Haulage	FWP20216 Certificate II in Harvesting and Haulage	Updated to include revised units and superseded and deleted imported units	Equivalent
FWP20416 Certificate II in Wood Panel Products	FWP20416 Certificate II in Wood Panel Products	Updated to include revised units and superseded and deleted imported units	Equivalent
FWP20316 Certificate II in Sawmilling and Processing	FWP20316 Certificate II in Sawmilling and Processing	Updated to include revised units and superseded and deleted imported units	Equivalent
FWP30216 Certificate III in Harvesting and Haulage	FWP30216 Certificate III in Harvesting and Haulage	Updated to include revised and new units as well as superseded and deleted imported units	Equivalent
FWP30116 Certificate III in Forest Growing and Management	FWP30116 Certificate III in Forest Growing and Management	Updated to include revised units and superseded and deleted imported units	Equivalent

Skill sets

Note that skill sets are not for endorsement by the AISC.

<i>FWP Forest and Wood Products Training Package Version 3.0</i>			
Mapping of skill sets			
Code and title (previous version)	Code and title (current version)	Comments	Equivalence statement
FWPSS00010 Skill set for a boom delimeter operator	Not applicable	Deleted skill set	Not applicable
FWPSS00011 Skill set for a crawler/dozer operator	FWPSS00032 Skill set for a crawler tractor operator	Code and title change as the skill set includes one improved unit	No equivalent skill set
FWPSS00012 Skill set for a feller buncher operator	FWPSS00033 Skill set for a feller buncher operator	Code change as the skill set includes one improved unit	No equivalent skill set
FWPSS00013 Skill set for a forwarder operator	FWPSS00034 Skill set for a forwarder operator	Code change as the skill set includes one improved unit	No equivalent skill set
FWPSS00015 Skill set for a loader operator	FWPSS00035 Skill set for a loader operator	Code change as the skill set includes one improved unit	No equivalent skill set
FWPSS00016 Skill set for a mechanical processor operator	FWPSS00016 Skill set for a mechanical processor operator	No changes applied to this skill set	Equivalent skill set
FWPSS00019 Skill set for a single grip harvester operator	FWPSS00036 Skill set for a single grip harvester operator	Code change as the skill set includes one improved unit	No equivalent skill set
FWPSS00020 Skill set for a skidder operator	FWPSS00037 Skill set for a skidder operator	Code change as the skill set includes one improved unit	No equivalent skill set
FWPSS00021 Skill set for an excavator operator	FWPSS00038 Skill set for an excavator with log grapple operator	Code and title change as the skill set includes one improved unit	No equivalent skill set

Units of competency

Abbreviations used in the following table: PC – Performance Criteria; PE – Performance Evidence; KE – Knowledge Evidence.

Please note that *FWPCOT2226 Debark logs mechanically* and *FWPHAR3210 Conduct mechanical processor operations* are not submitted for endorsement, as minor updates only have been implemented.

FWP Forest and Wood Products Training Package Version 3.0			
Mapping of units of competency			
Code and title (previous version)	Code and title (current version)	Comments	Equivalence statement
FWPCOT2223 Segregate and sort logs	FWPCOT2242 Segregate and sort logs	Significant changes to reflect industry requirements for a safe and appropriate operation. New PCs were added, most PCs were edited and PE and KE increased in content to map against the revised PCs. Additional foundation skills identified. Code change to reflect outcomes of unit.	No equivalent unit
FWPCOT2226 Debark logs mechanically (Release 1)	FWPCOT2226 Debark logs mechanically (Release 2)	No significant changes were applied to this unit. One new PC1.5 added and PC1.4 edited to align with existing KE. Minor additions to the foundation skills.	Equivalent unit
FWPCOT3223 Grade and mark logs	FWPCOT3270 Grade and mark logs	Significant changes to reflect industry requirements for a safe and appropriate operation. New PCs were added, most PCs were edited and PE and KE increased in content to map against the revised PCs. Additional foundation skills identified. Code change to reflect outcomes of unit.	No equivalent unit
FWPHAR3208 Conduct boom delimeter operations	Not applicable	Deleted as the technology is no longer used in Australia	Not applicable
FWPHAR3210 Conduct mechanical processor operations (Release 1)	FWPHAR3210 Conduct mechanical processor	Minor additions to the foundation skills, with no other changes.	Equivalent unit

FWP Forest and Wood Products Training Package Version 3.0

Mapping of units of competency

Code and title (previous version)	Code and title (current version)	Comments	Equivalence statement
	operations (Release 2)		
FWPHAR3222 Use on-board computer systems for forwarder	FWPHAR3222 Use on-board computer systems for forwarder	New unit	No equivalent unit
FWPHAR3223 Use on-board computer systems for single grip harvester	FWPHAR3223 Use on-board computer systems for single grip harvester	New unit	No equivalent unit
FWPHAR3216 Conduct forestry operations using crawler tractor	FWPHAR3224 Operate crawler tractor	Significant changes to reflect industry requirements for a safe, appropriate and efficient operation, including product quality. New PCs were added, some PCs were edited and PE and KE increased in content to map against the revised PCs. Additional foundation skills identified. Code and title change for consistency with other machine operation units.	No equivalent unit
FWPHAR3219 Conduct excavator operations with grabs	FWPHAR3225 Operate excavator with log grapple	Significant changes to reflect industry requirements for a safe, appropriate and efficient operation, including product quality. A new element and new PCs were added, most PCs were edited and PE and KE increased in content to map against the revised PCs. Additional foundation skills identified. Code and title change for consistency with industry terminology and other machine operation units.	No equivalent unit
FWPHAR3207 Conduct feller buncher operations	FWPHAR3226 Operate feller buncher	Significant changes to reflect industry requirements for a safe appropriate and efficient operation, including value recovery and product quality. A new element and new PCs were added, most PCs were edited and PE and KE increased in	No equivalent unit

FWP Forest and Wood Products Training Package Version 3.0

Mapping of units of competency

Code and title (previous version)	Code and title (current version)	Comments	Equivalence statement
		<p>content to map against the revised PCs.</p> <p>Additional foundation skills identified.</p> <p>Code and title change for consistency with other machine operation units.</p>	
FWPHAR3206 Conduct forwarder operations	FWPHAR3227 Operate forwarder	<p>Significant changes to reflect industry requirements for a safe, appropriate and efficient operation, including product quality. A new element and new PCs were added, most PCs were edited and PE and KE increased in content to map against the revised PCs.</p> <p>Additional foundation skills identified.</p> <p>Code and title change to reflect outcomes of unit and consistency with other machine operation units.</p>	No equivalent unit
FWPHAR3218 Conduct loader operations	FWPHAR3228 Operate loader	<p>Significant changes to reflect industry requirements for a safe, appropriate and efficient operation, including product quality. A new element and new PCs were added, most PCs were edited and PE and KE increased in content to map against the revised PCs.</p> <p>Additional foundation skills identified.</p> <p>Code and title change for consistency with other machine operation units.</p>	No equivalent unit
FWPHAR3217 Conduct skidder operations	FWPHAR3230 Operate skidder	<p>Significant changes to reflect industry requirements for a safe, appropriate and efficient operation, including product quality. New PCs were added, some PCs were edited and PE and KE increased in content to map against the revised PCs.</p> <p>Additional foundation skills identified.</p>	No equivalent unit

FWP Forest and Wood Products Training Package Version 3.0

Mapping of units of competency

Code and title (previous version)	Code and title (current version)	Comments	Equivalence statement
		Code and title change for consistency with other machine operation units.	
FWPHAR3211 Operate yarder	FWPHAR3231 Operate yarder	Significant changes to reflect industry requirements for a safe, appropriate and efficient operation, including product quality. New PCs were added, some PCs were edited and PE and KE increased in content to map against the revised PCs. Additional foundation skills identified. Code change.	No equivalent unit
FWPHAR3214 Operate a single grip harvester	FWPHAR3229 Operate single grip harvester	Significant changes to reflect industry requirements for a safe appropriate and efficient operation, including value recovery and product quality. A new element and new PCs were added, most PCs were edited and PE and KE increased in content to map against the revised PCs. Additional foundation skills identified. Code and title change for consistency with other machine operation units.	No equivalent unit

Appendix 4: Quality assurance report

Quality Report for FWP Forest and Wood Products Training Package (Version 3.0)

Section 1 – Details of draft training package components

Information required	Detail
Training Package title and code	FWP Forest and Wood Products Training Package Version 3.0
Number of new or revised qualifications	No qualifications
Number of new or revised units	14 units of competency, consisting of: <ul style="list-style-type: none"> • two new unit • 12 revised units.
Confirmation that the draft endorsed components meet the <i>Standards for Training Packages 2012</i>	I confirm that the draft endorsed components meet the <i>Standards for Training Packages 2012</i> .
Name of panel member completing Quality Report	Lina Robinson
Statement that the panel member <ul style="list-style-type: none"> • is independent of development and/or validation activities associated with the <i>Case for Endorsement</i> • has not undertaken the <i>Equity and/or Editorial Report</i> • is independent of the Training Package or Training Package components being reviewed. 	I confirm that I was independent of the development and validation activities associated with the Case for Endorsement. I have not undertaken the Equity and Editorial Reports, and I am independent of the Training Package components being reviewed.
Date completed	5 October 2017

Section 2 – Compliance with the standards for training packages

Standards for Training Packages	Standard met – yes or no	Comments (including any relevant comments from the Equity and Editorial Reports)
<p>Standard 1 Training Packages consist of the following:</p> <ol style="list-style-type: none"> 1. AISC endorsed components: <ul style="list-style-type: none"> • units of competency • assessment requirements (associated with each unit of competency) • qualifications • credit arrangements. 2. One or more quality assured companion volumes. 	yes	<p>FWP Forest and Wood Products Training Package Version 3.0 consists of the following endorsed components:</p> <ul style="list-style-type: none"> • 14 units of competency • 14 assessment requirements (associated with each unit of competency) <p>FWP Forest and Wood Products Training Package Version 2.0 consists of qualifications, however based on the requirements set by the Australian Industry and Skills Committee (AISC), there are no qualifications included in this submission.</p> <p>Information on credit arrangements is included in the required format in the Case for Endorsement and in the Companion Volume Implementation Guide, specifying that 'no credit arrangements exist at the time of development'.</p> <p>The submission includes a quality assured Companion Volume Implementation Guide.</p>
<p>Standard 2 Training Package developers comply with the AISC <i>Training Package Products Policy</i>.</p>	yes	<p>Skills Impact have complied with the AISC <i>Training Package Products Policy</i>:</p> <ul style="list-style-type: none"> • Training Package – coding and titling: The training package complies with this policy. • Access and Equity – The Equity Report confirmed that access and equity requirements have been met. • Foundation Skills – Foundation Skills were identifiable in the units of competency. Where not explicit in the elements and performance criteria, the foundation skills sections identify and describe the skills against the Australian Core Skills Framework and the Core Skills for Work Framework. • Units of competency – coding and titling - The units of competency comply with this policy. • Units of competency – coding and maintenance – The units of competency comply with this policy. • Units of competency – mapping - the mapping table found in the Companion Volume Implementation Guide for the FWP units of competency include the equivalence status of the endorsed components.

Standards for Training Packages	Standard met – yes or no	Comments (including any relevant comments from the Equity and Editorial Reports)
<p>Standard 3 Training Package developers comply with the <i>AISC Training Package Development and Endorsement Process Policy</i>.</p>	yes	<p>The development and endorsement processes described in the Case for Endorsement and other associated documentation reviewed for the Quality Report comply with the <i>AISC Training Package Development and Endorsement Process Policy</i>, which is also confirmed in the Equity Report.</p> <p>This submission addresses a priority skill area identified in the <i>Forest Management and Harvesting IRC Skills Forecast and Proposed Schedule of Work</i>, and approved by ASIC to improve skill development for the forest harvesting operators of the Australian forest and wood products industry.</p> <p>The Case for Endorsement describes national consultation that included:</p> <ul style="list-style-type: none"> • the establishment of a Technical Advisory Committee to support the development work and that provided considerable feedback • a project page on the Skills Impact website that invited stakeholders to register their interest and provide feedback on draft units. • broad industry consultation took place between 2 June and 30 June 2017 when the draft products were made available on the Skills Impact website. • further industry consultation was held between 27 July and 11 August 2017 to validate the final draft units. • a presentation held at a training provider network meeting organised by the Australian Timber Trainers Association (ATTA). <p>The Case for Endorsement lists the individuals and organisations who provided feedback throughout the project, indicating that a wide range of stakeholder groups were represented and feedback was sufficient against coverage of the industry. Skills Impact has also presented the stakeholder feedback against their responses in the Case for Endorsement indicating an open and clear consultation process. There were no 'reports by exception'.</p>
<p>Standard 4 Units of competency specify the standards of performance required in the workplace.</p>	yes	<p>The evidence provided of consultation and validation processes indicates that they were appropriate for the scope of the project against the coverage of the industry. This demonstrates that the FWP units of competency specify the standards of performance required in the workplace.</p>

Standards for Training Packages	Standard met – yes or no	Comments (including any relevant comments from the Equity and Editorial Reports)
Standard 5 The structure of units of competency complies with the unit of competency template.	yes	The structure of the units of competency complies with the unit of competency template. The units which were reviewed for the Quality Report are clearly written with specific detailed performance criteria aligned logically to the elements. Foundation Skills were identifiable in the units of competency. Where not explicit in the elements and performance criteria, the foundation skills sections identify and describe the skills against the Australian Core Skills Framework and the Core Skills for Work Framework
Standard 6 Assessment requirements specify the evidence and required conditions for assessment.	yes	The units of competency and their associated assessment requirements clearly specify the frequency and/or volume of performance evidence, the depth and breadth of knowledge evidence and required conditions for assessment. The assessment conditions fields which use sub-heading such as, physical conditions; resources, equipment and materials; specifications, and relationships, improve the readability of the requirements. The Editorial Report also confirmed that assessment requirements specify the evidence and required conditions for assessment and that Standard 6 has been met.
Standard 7 Every unit of competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template.	yes	Each of the 14 units of competency of FWP Forest and Wood Products Training Package Version 3.0 have associated assessment requirements which comply with the assessment requirements template.
Standard 8 Qualifications comply with the Australian Qualifications Framework specification for that qualification type.	n/a	No qualifications are included in this submission
Standard 9 The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template.	n/a	No qualifications are included in this submission

Standards for Training Packages	Standard met – yes or no	Comments (including any relevant comments from the Equity and Editorial Reports)
Standard 10 Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template.	yes	The information that there 'no credit arrangements exist at the time of development' appears in a format that complies with the credit arrangements template.
Standard 11 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.	yes	The Companion Volume Implementation Guide for the FWP Forest and Wood Products Training Package Version 3.0 has been developed. Skills Impact has confirmed that the guide has been quality assured in line quality assurance process as outlined in the guide.
Standard 12 Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required.	yes	No other quality assured companion volumes beside the Implementation Guide has been produced for this submission, however Skills Impact has indicated that they will produce other companion volumes based on their stakeholders' needs.

Section 3 – Comments on how the draft training package components meet the quality principles

1. Reflect identified workforce outcomes

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Driven by industry's needs	<ul style="list-style-type: none"> Changes demonstrate a clear link back to relevant AISC decisions commissioning the work, the IRC Skills Forecast and Proposed Schedule of Work, National Review Schedule and/or Case for Change, or demonstrate other evidence of industry needs 	Yes	<p>The components of FWP Forest and Wood Products Version 3.0 demonstrates a clear a link from the <i>Forest Management and Harvesting IRC Skills Forecast and Proposed Schedule of Work</i> in addressing the priority for skill development for “specialist forest management and harvesting and haulage processes to lead safety performance”. The high-risk nature of the forestry industry sector, involving operation of a wide range of mobile heavy equipment for falling and hauling logs; social responsibility and legislative requirements to continually improve safety culture and reduce work-related injuries in workplaces was the major driver for this industry need.</p>
Compliant and respond to government broad policy initiatives	<ul style="list-style-type: none"> Training package components are compliant with the Standards for Training Packages 2012, the Training Package Products Policy and the Training Package Development and Endorsement Process Policy Evidence that the training package components respond to Ministers' policy initiatives, in particular the 2015 training package reforms 	Yes	<p>The Training Package components are compliant with the <i>Standards for Training Packages 2012</i>, the <i>Training Package Products Policy</i> and the <i>Training Package Development and Endorsement Process Policy</i>. This has also been confirmed in the Editorial and Equity Reports.</p> <p>A review of the project documentation and training package components provides evidence that FWP Forest and Wood Products Training Package Version 3.0 responds to all the Ministers' policy initiatives, in particular the 2015 training package reforms.</p> <p>The Case for Endorsement states that the decision being sought from the AISC would support the COAG Industry and Skills Council reforms to training packages as the submission:</p> <ul style="list-style-type: none"> does not duplicate existing qualifications or units of competency;

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
			<ul style="list-style-type: none"> removes a unit of competency and a skill set that industry has deemed to be obsolete; explains how it meets industry's expectations of training delivery.
<p>Reflect contemporary work organisation and job profiles incorporating a future orientation</p>	<ul style="list-style-type: none"> Open and inclusive consultation and validation commensurate with scope and impact has been conducted 	<p>Yes</p>	<p>The Case for Endorsement details open and inclusive consultation and validation processes that is considered to be adequate for the coverage of industry and includes details of the:</p> <ul style="list-style-type: none"> membership of the Technical Advisory Committee list of stakeholders providing feedback during the development and validation phases of the project register of stakeholder feedback and responses <p>Other evidence sighted include minutes of the Technical Advisory Committee meetings.</p>

2. Support portability of skills and competencies including reflecting licensing and regulatory requirements

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Support movement of skills within and across organisations and sectors	Packaging rules, qualifications framework, and pathways support movement within and across sectors Identification of skill sets that respond to client needs	yes	No qualifications were included in this submission; however, the units of competency support the attainment of skills and knowledge in a range of commercial forest environments that would support many occupational outcomes, from entry level to work through to forestry technical and operational occupations.
Promote national and international portability	Other national and international standards for skills are considered	yes	The forestry industry operates under the guidance and implementation of codes of practice, guidance materials and standards for sustainable forest management of wood production forests. The codes and other types of guidance documents cover a range of industry matters and vary in their legal status and jurisdiction coverage. Skills Impact advised that the <i>National work and safety guidelines for managing risks in forestry operations - Safe Work Australia</i> and <i>International and national forest management standards</i> are considered in the 14 FWP units of competency.
Reflect regulatory requirements and licensing	Solutions to incorporate licensing and regulatory requirements are brokered and there is clear evidence of support from licensing and industry regulatory bodies	yes	No occupational and licensing requirements apply to the <i>FWP Forest and Wood Products Training Package Version 3.0</i> components being submitted at this point in time.

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

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Reflect national consensus	<ul style="list-style-type: none"> Active engagement across industry has sought to achieve a national consensus about the advice being provided to the AISC. 	Yes	Evidence of active engagement across industry to achieve a national consensus about the advice provided to the ASIC is reflected in the Case for Endorsement and other documentation that provides evidence of consultation and validation processes, and their outcomes.
Recognise convergence and connectivity of skills	<ul style="list-style-type: none"> Best use is made of cross-industry and work and participation bank units 	Yes	The FWP units of competency support the attainment of skills and knowledge in a range of commercial forest environments that would support many occupational outcomes, from entry level to work through to forestry technical and operational occupations.

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	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Meet the diversity of individual and employer needs	<ul style="list-style-type: none"> Provide flexible qualifications that enable application in different contexts 	n/a	Qualifications are not included in this submission.

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Support equitable access and progression of learners	<ul style="list-style-type: none"> Provide multiple entry and exit points Pre-requisite units of competency are used only when required 	yes	None of the 14 FWP units of competency have pre-requisites.

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

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Support learner transition between education sectors	<ul style="list-style-type: none"> Provide 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 	Yes	<p>The 14 FWP units of competency are contained in the following qualifications and skill sets which provide pathways from entry and preparatory level, and facilitate movement between schools and VET, and entry into work:</p> <ul style="list-style-type: none"> FWP20216 Certificate II in Harvesting and Haulage FWP20316 Certificate II in Sawmilling and Processing FWP20416 Certificate II in Wood Panel Products FWP30116 Certificate III in Forest Growing and Management FWP30216 Certificate III in Harvesting and Haulage FWP30216 Certificate III in Harvesting and Haulage FWPSS00016 Skill set for a mechanical processor operator FWPSS00032 Skill set for a crawler tractor operator FWPSS00033 Skill set for a feller buncher operator FWPSS00034 Skill set for a forwarder operator

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
			<ul style="list-style-type: none"> • FWPSS00035 Skill set for a loader operator • FWPSS00036 Skill set for a single grip harvester operator • FWPSS00037 Skill set for a skidder operator • FWPSS00038 Skill set for an excavator with log grapple operator.

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

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Support implementation across a range of settings	<ul style="list-style-type: none"> • Industry advice about delivery is provided via a Companion Volume Implementation Guide ready for publication at the same time as the Training Package 	Yes	The Companion Volume Implementation Guide for FWP Forest and Wood Products Training Package Version 3.0 was reviewed and includes appropriate and clear information about industry's expectation about delivery.
Support sound assessment practice	<ul style="list-style-type: none"> • Units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth 	Yes	The units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth and identify clear outcomes and conditions for assessment.

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Support implementation	<ul style="list-style-type: none"> • Compliance with the TGA/National Register requirements for publication • Implementation advice is provided in a Companion Volume Implementation Guide that is ready for publication at the same time as the Training Package 	Yes	<p>The draft endorsed components are submitted in a template that is compatible with the requirements of TGA/National Register for publication.</p> <p>Implementation advice is provided in a Companion Volume Implementation Guide that is ready for publication at the same time as the Training Package.</p>