

# 21-21 Entry Level Forestry Skills Project

## Summary of Feedback, Responses and Actions



18 June 2021

Draft qualifications, units of competency and skill sets for the Entry Level Forestry Skills project were made available on the [Skills Impact website](#) for stakeholder review from 18 May to 17 June 2021. Please visit the website to view a full list of the documents that were submitted for consultation during this phase.

Feedback was received from a variety of stakeholders around the country via email, the Skills Impact Feedback Hub, webinars, via phone and email, as follows:

	ACT*	NSW	NT	Qld	SA	Tas	Vic	WA	National
<b>Industry (employer / employee)</b>									**
<b>Industry association</b>									
<b>Union***</b>									
<b>Registered Training Organisation (RTO)</b>									
<b>Government department</b>									

\* No feedback has been received from ACT because there is no forestry sector in this jurisdiction.

\*\* Feedback received from national forestry service provider organisations.

\*\*\* The Construction Forestry Maritime Mining and Energy Union has been kept informed but have not provided any specific feedback on components at this stage.

Feedback received during the 'drafts available' period has been positive, with minor changes or updates suggested by stakeholders.

Below is a summary of the feedback raised for the draft qualifications, units of competency and skill sets developed and reviewed for the Entry Level Forestry project, and how these have been dealt with. This involves a consideration of the information provided, views of industry stakeholders and from people who are part of the Subject Matter Expert Working Group (SMEWG) process. Resolutions are constructed to consider the needs and views of stakeholders to the extent possible, and to comply with the *Standards for Training Package 2012*. The resolutions may represent a compromise on one or more stakeholder views with the aim of a workable outcome for industry, State and Territory Training Authorities (STAs) and training providers.

**Acronyms - PC – Performance Criteria, PE – Performance Evidence, KE – Knowledge Evidence, AC – Assessment Conditions, SMEs – Subject Matter Experts**

Please use the menu below to navigate to the feedback you wish to view.

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# Summary of Feedback on Draft Qualifications

## General Comments

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
Industry VIC	<p>There is a really good body of work here covering a range of subjects. I like the topics and the content, sure there would be bits and pieces we could add but they all look great as is when I had a look at the project page.</p> <p>I have downloaded the Nursery units and sent them off to HVP's Nursery Manager, just having units like these is a step forward as I have not seen them before.</p>	Thank you for your comments and sharing the units within your organisation.
Industry (QLD)	Yes, fine by us. The Certificate II and III specialisations provide the required mix of competencies for a career path in one of the following sectors of the forestry industry - nursery production, silviculture, or harvesting and haulage.	Thank you for your feedback and support.
RTO (SA)	<p>We are happy with the qualifications. It is very pleasing to see that the Qualification are to be merged together. There is a very good range and variety of units across all the sectors and in regard to compliance and Quals on scope this too will lessen the load for RTOs.</p> <p>I did not look at the higher levels as they are outside our scope and knowledge at this point and time and will leave these to those that deliver the units.</p>	Thank you for your feedback and support.
Industry (NSW)	The qualifications look good for the nursery specialisation, providing flexibility to choose from a range of units.	Thank you for your feedback and support.
Industry (WA)	The Cert II/III do provide the required mix [of units/skills].	Thank you for your feedback and support.
Department (WA)	Will the following units be listed in a qualification as these appear to be orphan units?	Thank you for your question. These units will not be orphan. Their status is clarified below:
	FWPCOT3XXX Contribute to energy efficiency in the workplace	Removed from the forestry qualifications as it related to a production environment. However, available in the FWP qualifications for timber processing and manufacturing.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	FWPCOR2XXX Follow workplace health and safety policies and procedures	Available in the updated Certificate II and III in Forest Operations. However, the unit title listed on the qualification was incomplete, i.e. Follow health and safety policies and procedures. It has been corrected.
	FwPHARXXXX Plan for and coordinate log recovery (hook tender)	Was revised and moved from Certificate IV to III with the original title - Coordinate log recovery (hook tender). The unit is now back in the Certificate IV with the updated title - Plan for and coordinate log recovery (hook tender) - in response to feedback received.
	FWPFGM4XXX Manage people practices in a forestry contractor business	Available in the updated Certificate IV. However, the unit title listed on the qualification was incorrect, i.e. Manage and lead people in a forestry contractor business. It has been corrected.
	FWPCOT3XXX Cut material using CNC sizing machines	Available in the FWP qualifications for timber processing and manufacturing.
	FWPCOT3XXX Apply situational awareness and a safety mindset in operational forestry roles	Available in the updated Certificate III. However, the unit title listed on the qualification was incorrect, i.e. Apply a safety mindset in forestry operations. It has been corrected.

## First Aid Unit in the Certificate II and III in Forest Operations

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
Industry (QLD)	Agree with the First Aid to become an elective unit in the forestry qualifications.	Thank you for your feedback.
Government Department (QLD)	I would have preferred to see first aid remain as a core and then have an RPL process if the participant had a current certificate, however this is really a decision of industry.	<p>Thank you for your feedback. At this stage, there is no clear support for retaining the First Aid unit in the skill sets.</p> <p>The following details why the Steering Committee and other stakeholders suggested that the First Aid unit be included as an elective in the forestry qualifications and be removed from the skill sets. These reasons include:</p> <ul style="list-style-type: none"> <li>employers offer First Aid training on an ongoing, mandatory basis to all forestry workers, rather than as part of a qualification. The training is often provided to groups of workers by a specialised First Aid RTO.</li> <li>to allow for greater flexibility in the unit selection. For example, if a worker already has First Aid training at the time he enrolls in a qualification, the employer may choose to maximise the benefits</li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
		<p>(skills to be learned and funding) by having the worker complete a different unit to fulfill the qualification. They do not have this option, if the unit is core. Alternatively, the worker can use the First Aid Statement of Attainment as credit towards the qualification regardless of whether it is core or elective.</p> <ul style="list-style-type: none"> <li>because it creates funding and delivery challenges for our RTOs who deliver the qualification, as First Aid training is only delivered by a specialised First Aid RTO (a third party).</li> </ul> <p>In addition, the AFPA/AFCA's recommendations on the essential competency standards (Smart&amp;Skilled) exclude the First Aid unit.</p>
Government Department (QLD)	First Aid should remain in the core, going to the point that forest workers should have to complete Remote First Aid certificates.	Thank you for your feedback. At this stage, there is no clear support for retaining the First Aid unit in the Core or skill sets. Additional information is available above.
Industry (WA)	I recommend that First aid remain a core UoC as it is a WHS requirement for the industry here in WA.	Thank you for your feedback. At this stage, there is no clear support for retaining the First Aid unit in the Core or skill sets. Additional information is available above.
Industry (National)	Supports the replacement of the First Aid as an optional unit in the Certificate II and III qualifications.	Thank you for your feedback.

## FWP2XX21 Certificate II in Forest Operations

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
RTO (VIC)	Regarding Packaging Rules Allowing unit to be imported from another qualification may be problematic in that they may be superseded or deleted over time. Would the Certificate III code be included?	<p>Thank you for your feedback. By including this packaging rule provision, which allows students to select one elective unit from a specific group of the Certificate III, if needed, allows for flexibility. This was established in response to a direct industry request for the specialisation to provide enough and relevant technical skills for the job and job function in question. Units are often imported, and packaging rules always permit a certain number of units to be chosen from any currently endorsed Training Package or accredited course.</p> <p>Yes, the text has been amended to include the code of the qualification.</p>

## FWP3XX21 Certificate III in Forest Operations

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
RTO (TAS)	Overall, this is a good package	Thank you for your feedback and support.
	I thought we moved the unit harvest trees manually (advance) into the Cert IV package?	<i>FWPFGM3217 Fell trees manually (advanced)</i> was added previously in the Certificate IV. <i>FWPHAR3209 Harvest tree manually (advanced)</i> has also been added in response to your suggestion.
	Why was Hook Tender unit downgraded from Cert IV???  This person has a lot more responsibilities than the rigging slinger that also sits at Cert III.	Earlier input requested that the hook tender unit be moved to level 3, but you are correct – the unit content reflects an AQF level 4. The unit title has been updated as follows to reflect the content more accurately and AQF level 4 descriptor. The unit has also been moved to the Certificate IV.  <i>FWPHAR4XXX Plan for and coordinate log recovery (hook tender)</i>
	Could we possibly put "RIIPGP201D Conduct pump operations" in the Cert III as well?  We struggle to give any pump qualifications due to the amount of "prerequisites" on the "operate pumps" unit.  Sometimes an operators will need to just "operate" a pump to wash down machinery as part of their job role and at the moment this can't be done?	<i>RIIPGP201D Conduct pump operations</i> has been added to the Certificate III.
RTO (VIC)	<p>Is there a rationale for the following packaging rule? Do the outcomes from 2 FWPCOR2XXX= 1 FWPCOR3XXX? If so, then why the choice?</p> <ul style="list-style-type: none"> <li>• <i>1 unit from the electives in group A or 2 units from the electives in Group B</i></li> </ul>	<p>Thank you for your question. The following two units are the minimum industry requirements for harvesting operators and what people would need to get started as harvesting operators. They cover the basic WHS and environmental protection requirements to conduct the job. These units are also included in the skill sets for harvesting operators in response to industry requirements. In addition, all the units for operating a harvesting machine are only listed on the Certificate III.</p> <ul style="list-style-type: none"> <li>• <i>FWPCOR2XXX Follow environmental protection procedures</i></li> <li>• <i>FWPCOR2XXX Follow workplace health and safety policies and procedures</i></li> </ul> <p>The alternative unit, <i>FWPCOR3XXX Apply safety, health and environment policies and procedures</i>, focusses on the higher responsibilities such as assessing and addressing risks associated with workplace hazards, completing hazard or incident reports and analysing and suggesting ways to improve work practices to mitigate WHS and environmental hazards. These obligations are also essential and expected of operators in our</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
		industry. Those who choose <i>FWPCOR3XXX</i> Apply safety, health and environment policies and procedures would not need to take the other two units.

## Qualification Proposed for Deletion

<b>Stakeholder Comments and Identified Issues</b>		<b>Consideration and Proposed Resolution</b>
Government Department (WA)	We note FWP10116 Certificate I in Forest and Forest Products is proposed for deletion.	Thank you for your feedback.

# Summary of Feedback on Draft Skill Sets

## General Comments

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
Industry (WA)	<p>Not supportive to removing the First Aid unit from the machine operator skill sets.</p> <p>Reasons include:</p> <ul style="list-style-type: none"> <li>• it sets up the worker for understanding of First Aid</li> <li>• gives knowledge for future updates in First Aid procedures</li> </ul>	<p>Thank you for your feedback. At this stage, there is no clear support for retaining the First Aid unit in the skill sets.</p> <p>The following details why the Steering Committee and other stakeholders suggested that the First Aid unit be included as an elective in the forestry qualifications and be removed from the skill sets. These reasons include:</p> <ul style="list-style-type: none"> <li>• because our employers offer First Aid training on an ongoing, mandatory basis to all forestry workers, rather than as part of a qualification. The training is often provided to groups of workers by a specialised First Aid RTO.</li> <li>• to allow for greater flexibility in the unit selection. For example, if a worker already has First Aid training at the time he enrolls in a qualification, the employer may choose to maximise the benefits (skills to be learned and funding) by having the worker complete a different unit to fulfill the qualification. They do not have this option, if the unit is core. Alternatively, the worker can use the First Aid Statement of Attainment as credit towards the qualification regardless of whether it is core or elective.</li> <li>• because it creates funding and delivery challenges for our RTOs who deliver the qualification, as First Aid training is only delivered by a specialised First Aid RTO (a third party).</li> </ul> <p>In addition, the AFPA/AFCA's recommendations on the essential competency standards (Smart&amp;Skilled) exclude the First Aid unit.</p>
Industry (WA)	A communication skill set could be useful.	<p>Thank you for your feedback. At this stage, there is no clear indication of the target group (which workers would benefit from the skill set) or specific competencies that can be included in such skill set. A review of training.gov.au shows that there is no skill set on communication skills used by any industry. However, a new skill set that contains communication skills has been created for entry-level workers. This is titled Entry into Forestry Roles Skill Set and more information is provided below.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
Industry (QLD)	<p>Proposed a new skill set for pre-employment in forestry operations that can be marketed to young people and used to complete the Cert II in Forestry Operations with additional training.</p> <p>The proposed skill set's composition was:</p> <ul style="list-style-type: none"> <li>• FWPCOT2XXX Develop knowledge of the forest and wood products industry</li> <li>• FWPHAR2XXX Operate a simulated forest machine</li> <li>• FWPCOR2XXX Follow health and safety policies and procedures</li> </ul>	<p>Thank you for your feedback and suggestion adopted. A new skill set, titled Entry into Forestry Roles Skill Set, has been created.</p> <p>This skill set will provide the skills and knowledge needed to support individuals in gaining basic forest industry knowledge and general technical, health and safety and communication skills as they enter into specialised and non-specialised forestry careers.</p> <p>It will contain the following units of competency:</p> <ul style="list-style-type: none"> <li>• FWPCOT2XXX Develop knowledge of the forest and wood products industry</li> <li>• FWPHAR2XXX Operate a simulated forest machine</li> <li>• FWPCOR2XXX Follow health and safety policies and procedures</li> <li>• FWPCOR2XXX Communicate and interact effectively in the workplace</li> </ul> <p>These units of competency provide credit towards <i>FWP2XX21 Certificate II in Forest Operations</i>.</p>
Industry Association (NT)	Concurred with the above points on the proposed new skill set.	Thank you for your comment. A new skill set, titled Entry into Forestry Roles Skill Set, has been created as described above.

## New Skill Sets

### FWPSS0000X Excavator Operator (Forestry) Skill Set

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
RTO (NSW)	Make clear not harvesting related, but civil related procedures.	<p>Thank you for your feedback and suggestion adopted. Skill set description has been amended as follows:</p> <p><i>This skill set provides the skills and knowledge required to operate an excavator for site preparation and other civil construction operations as part of commercial forest operations while applying workplace safety and environmental protection procedures.</i></p>

# Summary of Feedback on Draft Units of Competency

## Safety and Environmental Practices - Revised Units of Competency

### General Comments

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
Government Department (QLD)	Satisfied with the safety units from a broad bush approach.	Thank you for your feedback and support.
Industry (National)	Safety units are looking very good. I am looking forward to seeing them rolled out with the relevant training guides and material.	Thank you for your feedback and support.
Industry (VIC)	All the [safety] units look good to me.	Thank you for your feedback and support.

### FWPCOR2XXX Follow workplace health and safety policies and procedures

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
Government Department (QLD))	I have reviewed the units of competency and think the mapping of the skills and knowledge has been done very well.	Thank you for your feedback and support.
Government Department (QLD)	<p>There is an emphasis on written documentation</p> <ol style="list-style-type: none"> <li>a. Foundation skills</li> <li>b. Maintain safety and work related records on paper or electronic</li> <li>c. manufacture specifications</li> </ol> <p>Need to be mindful some contractors have issues with reading and writing and are more tactile learners.</p>	<p>Thank you for your comments. Suggestion adopted as follows:</p> <ul style="list-style-type: none"> <li>• PC3.4 has been removed because it is beyond of the scope of Element 3. Likewise, the last dot point from the Performance Evidence.</li> <li>• The foundation skills have been amended to more clearly reflect the reading and writing skills required by people undertaking this task such as: <i>Complete a routine hazard report using familiar language</i></li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
Industry (VIC)	Regarding PC1.1, huge importance needs to be placed on knowing SWP's, but as important is to recognise when they are different than what is happening on the ground "Work as imagined vs. Work as done". SWP are often off the shelf Safety Mgt. System components and are never reviewed or updated to reflect work as done for specific sites or contractors.	Thank you for your comment. Suggestion adopted – a new PC has been added as follows:  <i>2.4 Make suggestions to improve documented workplace health and safety policies and procedures when they differ from actual onsite safe work practices</i>
RTO (NSW)	Regarding Unit Mapping Information, wrong code for the code and title previous version. It needs to be FWPCOR2205.	Thank you for your feedback. Suggestion adopted – the unit code in the Mapping Information section have been corrected.
Industry (NSW)	I don't have any comments all looks good.	Thank you for your feedback and support.
RTO (SA)	Add "codes of practice, site requirements and" to PC1.2.	Thank you for your feedback. PC 2.1 has been amended as follows:  <i>1.2 Operate and use tools, equipment and machinery appropriate to work task and according to workplace procedures</i>
	Add "of a likely emergency situation" and remove the rest of the PC3.3	Thank you for your feedback and suggestion adopted - PC3.3 has been amended as follows:  <i>3.3 Participate in emergency and evacuation drills according to workplace procedures</i>
	Remove "maintain" from the PE, last dot point. This is not their role. PCBU does this	Thank you for your feedback and suggestion adopted.
	Remove "legal" from KE, 1 <sup>st</sup> dot point. This is a Cert II entry unit.  Add "codes of practice" to KE, 2 <sup>nd</sup> dot point.  Should read "safe or correct manual handling techniques"  Remove "including shifting, lifting and carrying" from KE regarding manual handling. There are more manual handling tasks than those nominated.	Thank you for your feedback and suggestions adopted.

### FWPCOR2XXX Follow environmental protection procedures

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
RTO (TAS)	<p>Add “work plans” to PC1.2</p> <p>Add “codes of practice” to PC2.1, 2.3, 3.3</p> <p>PC3.3 should read “acknowledge updated changes”</p>	Thank you for your feedback. Suggestions adopted.

### FWPCOR3XXX Apply safety, health and environmental policies and procedures

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
Government Department (QLD)	I have reviewed the units of competency and think the mapping of the skills and knowledge has been done very well.	Thank you for your feedback and support.
Industry (VIC)	Regarding PC3.1, huge importance needs to be placed on knowing SWP's, but as important is to recognise when they are different than what is happening on the ground "Work as imagined vs. Work as done". SWP are often off the shelf Safety Mgt. System components and are never reviewed or updated to reflect work as done for specific sites or contractors.	<p>Thank you for your comment. Suggestion adopted - PC3.1 has been amended as follows:</p> <p><i>3.1 Perform work tasks according to workplace SHE policies and procedures and make suggestions to improve documented procedures when they differ from actual onsite SHE work practices</i></p>
Industry (NSW)	I don't have any comments all looks good.	Thank you for your feedback and support.

### FWPCOT2XXX Follow cultural heritage protection requirements

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
RTO (NSW)	Why a downgrade in AQF level? needs to stay at AQF 3	<p>Thank you for your feedback. Your observation is correct – the unit content reflects an indicative AQF level 3. The unit title has been changed as follows to reflect the content more accurately and AQF level 3 descriptor.</p> <p><i>FWPCOT3XXX Apply cultural heritage protection requirements</i></p>

## Forest Nursery Production Operations – New Units

### General Comments

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
Industry (QLD)	Satisfied with the new units. All are relevant and well covered.	Thank you for your feedback and support.

### FWPFGM2XXX Apply tree seed treatment

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
RTO (VIC)	Regarding Application, this unit could be useful more broadly in agriculture and horticulture. Also for bushland regeneration.	Thank you for your feedback. Suggestion adopted. Application statement has been updated as follows:  <i>The unit applies to individuals who use seed treatment processes in commercial and non-commercial tree production.</i>

### FWPFGM2XXX Prick out and transplant tree seedlings

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
RTO (VIC)	Regarding Application, this unit could be used more broadly in horticulture as indicated here. Does the title have to specify 'forest' rather than 'tree'?	Thank you for your feedback. Suggestion adopted. Application statement has been updated as follows:  <i>The unit applies to individuals who use seed treatment processes in commercial and non-commercial tree production.</i>  The unit title has also been amended as follows:  <i>FWPFGM2XXX Prick out and transplant tree seedlings</i>

### FWPFGM3XXX Identify, evaluate and mark quality seed trees

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
RTO (VIC)	Replace “determine” with ”identify” at the 1 <sup>st</sup> dot point in the KE	Thank you for your feedback. Suggestion adopted.

### FWPFGM3XXX Manage mother plants

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
Industry (VIC)	I was wondering if we look at including some additional points for maintaining in pots as well as the field.	Thank you for your feedback. Suggestion adopted. A new Knowledge Evidence item has been added as follows: <ul style="list-style-type: none"> <li><i>techniques and requirements for maintaining mother plants in pots</i></li> </ul>

## Silviculture Operations – Revised Units of Competency

### FWPCOT2XXX Navigate in forest areas

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
RTO (SA)	Is all of the navigation equipment listed in the PE and KE used in today's environment? Do our students use all of these? Maybe add an amount for selection in the PE.	Thank you for your feedback. Suggestion adopted - PE, KE and Assessment Conditions revised to clarify the navigation equipment. For example, relevant point in the PE now reads as follows: <ul style="list-style-type: none"> <li><i>used navigation equipment to plan route which must be selected from:</i> <ul style="list-style-type: none"> <li><i>compass</i></li> <li><i>global positioning system (GPS)</i></li> <li><i>cadastral maps (maps that show the boundaries and ownership of land parcels)</i></li> <li><i>topographic maps</i></li> <li><i>photographs and other digital imagery</i></li> </ul> </li> </ul>

### FWPFGM2XXX Plant trees by hand

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
Industry (SA)	Regarding KE, add the following items to visual characteristics of stock defects: <ul style="list-style-type: none"> <li>Container grown stock - root compaction</li> <li>Seedling height to root collar diameter</li> </ul>	Thank you for your feedback. Suggestion adopted. A new Knowledge Evidence point has been added as follows: <ul style="list-style-type: none"> <li><i>visual characteristics of stock defects:</i> <ul style="list-style-type: none"> <li><i>defective form, including double leaders</i></li> <li><i>malformed or insufficient root systems</i></li> <li><i>discoloured leaves or needles</i></li> <li><i>root compaction in container grown stock</i></li> <li><i>relationship between height and root collar diameter</i></li> </ul> </li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	And, add the following items to factors for planting trees: Planting the seedling standing straight and not compacting the soil too much	Thank you for your feedback. Suggestion adopted. A new Knowledge Evidence point has been added as follows: <ul style="list-style-type: none"> <li>• <i>factors to consider for planting trees and how these affect quality and characteristics of grown trees:</i> <ul style="list-style-type: none"> <li>• <i>straight positioning of seedlings</i></li> <li>• <i>planting depth</i></li> <li>• <i>spacing and row positioning of seedlings</i></li> <li>• <i>root placement</i></li> <li>• <i>soil compaction</i></li> </ul> </li> </ul>

### FWPCOT3XXX Apply sustainable silviculture methods and techniques

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
Industry (SA)	Regarding KE, add “neighbouring stakeholders” to the list of changes in plantation conditions that require adjustments to work practices.	Thank you for your feedback. Suggestion adopted - “neighbouring stakeholders” has been added to the list of changes in plantation conditions that require adjustments to work practices in the Knowledge Evidence.

## Fire Control – Revised Units of Competency

### FWPFGM2XXX Detect fires in a native forest or plantation

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
Industry (QLD)	The unit looks good and covers what we would expect.	Thank you for your feedback and support.

### FWPCOR2XXX Follow fire prevention procedures and FWPCOR3XXX Assess fire risk

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
Industry (TAS)	A couple things I think may be missing from performance criteria: <ul style="list-style-type: none"> <li>• understanding the requirements of industry procedures for fire prevention (FIFMC Procedure)</li> <li>• understanding requirements of a Total Fire Ban</li> </ul>	Thank you for your feedback. Your suggestions have been included in the Knowledge Evidence of <i>FWPCOR2XXX Follow fire prevention procedures</i> as follows. <ul style="list-style-type: none"> <li>• <i>legislative, industry and workplace requirements for fire prevention</i></li> </ul>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<ul style="list-style-type: none"> <li>understanding the use of fire outdoors as per TFS website <a href="http://www.fire.tas.gov.au/Show?pagelid=colFireOutdoor">http://www.fire.tas.gov.au/Show?pagelid=colFireOutdoor</a> the campfire requirements is relevant for contractors.</li> </ul>	<ul style="list-style-type: none"> <li><i>fire weather warnings including requirements of Fire Permit Periods and Total Fire Ban</i></li> </ul>
Industry (QLD)	Both units fall under the <i>bushfire prevention and awareness</i> groups however their content read more towards an office fire scenario rather than a wildfire/bushfire scenario. For example the use of language such as that in PC 1.7 of Assess fire risk does not really line up.	Thank you for your feedback. The content of both units has been revised in response to your suggestion. The units have been refocused to meet the skill needs of forestry operations rather than broader forest and wood processing sector. The revised version of these units reflects the skills and knowledge required to apply fire prevention procedures and continually monitor and assess the potential for fire as part of forestry operations.
RTO (TAS)	PC1.2 and 1.3 imply that workers need to know what "caused the fire". Add "probable".  Remove "maintenance" in PC2.3	Thank you for your feedback. Suggestions adopted.
	Remove "different" from the PE. Statement reads, "applied fire prevention strategies while undertaking routine work activities". Otherwise, how many do they need to show you?  Add "conducted 3 fire weather readings onsite" in the PE.	Suggestion adopted. The Performance Evidence has been amended as follows:  <i>There must be evidence that, on one occasion, the individual has monitored fire weather warnings and identified and applied appropriate fire prevention practices while undertaking routine work activities.</i>
	Remove "and" and replace with "or" at the 4 <sup>th</sup> dot point in Assessment Conditions. Most logging operations don't have "alarms"	Suggestion adopted.

## Industry Knowledge, Work effectiveness and Quality Work – Revised Units of Competency

### FWPCOR2XXX Follow quality and product care

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
RTO (SA)	"Select drying or treatment" in PC2.3 is not relevant to harvesting and haulage in the Green Triangle Region.	Thank you for your feedback. Suggestion adopted - Element 2 Assess timber has been deleted and PC1.7 has been amended to incorporate product assessment prior to processing or completion of handling as follows:

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
		<p><i>1.7 Inspect and assess products visually before processing or completion of handling</i></p> <p>Performance Evidence has also been amended as follows:</p> <p><i>There must be evidence that, on one occasion, the individual has:</i></p> <ul style="list-style-type: none"> <li><i>identified and followed workplace quality system requirements and procedures inspected and assessed timber before processing or completion of handling followed quality procedures and monitored product care.</i></li> </ul>
RTO (TAS)	Regarding PC2.3 - Forest operators may know how to "Identify timber characteristics" but struggle to select to (dry or treatment) they would have to be working in a mill.	Thank you for your feedback. Suggestion adopted. Additional information is available above.
	Regarding PC3.3 - Adjust machinery I agree with but I don't think a Cert II trainee can "maintain" the machinery. This is a PCBU's role.	Suggestion adopted – PC has been amended as follows:  <i>2.3 Conduct operator maintenance and adjustment of machinery and equipment to minimise waste and damage according to manufacturer and workplace instructions</i>
	Regarding the following dot points in the KE, "optimising the use of natural resources" and "requirements of quality systems" - this is a planning issue relevant to Cert IV rather than Cert II. I would remove from a Cert II unit	Suggestion adopted – KE item has been deleted
	Regarding dot point in the KE, recycling defective product, off-cuts and residue" - Understand this if working in a mill. If your an operator within the timber industry, we don't recycle our waste material (off-cuts/residue). These are placed in windrows by the land-clearing guys and burnt.	Suggestion adopted – KE items have been amended as follows: <ul style="list-style-type: none"> <li><i>safely disposing of or recycling/re-using waste material as appropriate</i></li> <li><i>requirements of quality systems that may apply to product care and quality</i></li> </ul>
	Add "may include" to KE regarding assessing visual appearance of products.	Suggestion adopted – KE item has been amended as follows: <ul style="list-style-type: none"> <li><i>assessing visual appearance of products according to workplace procedures and nature of the product</i></li> </ul>

FWPCOR2XXX Work effectively in the forest and wood products industry

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
RTO (SA)	Regarding PC3.3, PC3.4 and last dot point in the PE - We find that our students do not take part to this degree, it is usually an employer/HR responsibility. We would prefer it to be in the knowledge evidence instead of a performance evidence. This would be hard to assess if the students are not completing this in their employment	Thank you for your feedback. Suggestion adopted – PC3.3 and 3.4 have been deleted:

FWPCOR3XXX Apply quality and product care procedures

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
RTO (SA)	Regarding the last dot point in the PE about assessing three final products against quality and customer requirements - If assessing in Bluegum hardwood it would be difficult to assess 3 final products. We think this needs to accommodate both sectors.	<p>Thank you for your feedback. Suggestion adopted – PE has been amended as follows:</p> <p><i>There must be evidence that, on one occasion, the individual has:</i></p> <ul style="list-style-type: none"> <li>• <i>applied workplace quality and product care procedures in performing a work task</i></li> <li>• <i>optimised resource recovery and product quality in performing the work task</i></li> <li>• <i>assessed final product against quality and customer requirements and despatched product to the customer according to workplace quality and product care procedures.</i></li> </ul>

## Industry Knowledge, Work effectiveness and Quality Work – New Units of Competency

### FWPCOT2XXX Develop knowledge of the forest and wood products industry

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
Industry (QLD)	Agreed that this training is necessary for young people across forestry regions to increase awareness of our industry and career paths before employment.	Thank you. We appreciate your feedback.
Industry Association (NT)	Concurred with the above points.	Thank you. We appreciate your feedback.
	Suggested that the Foundation Skills sessions be expanded to include learning abilities, in light of the activities that learners must complete to demonstrate competency.	Suggestion adopted. Foundation Skills have been expanded to include learning abilities as follows: <ul style="list-style-type: none"> <li>• <i>Apply basic learning strategies to develop knowledge the forest and wood product industry</i></li> </ul>
RTO (VIC)	This is a knowledge unit. My question is whether the knowledge included in terms fits with the AQF descriptor of for graduates of a Certificate II 'will have basic factual, technical and procedural knowledge in a defined area of work and learning'. This KE is very broad and may require theoretical knowledge and cognitive skills at a higher level or levels than AQF II.	Thank you for your feedback. KE points have been amended to reflect that teaching methods and knowledge delivered should be appropriate for entry level workers as follows: <p><i>An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:</i></p> <ul style="list-style-type: none"> <li>• <i>commercial forestry operations in Australia appropriate for entry level workers</i></li> <li>• <i>structure of forest and wood products industry appropriate for entry level workers</i></li> <li>• <i>timber products appropriate for entry level workers</i></li> <li>• <i>impact of sustainability on forest and wood products industry appropriate for entry level workers</i></li> <li>• <i>impact of technological innovation on forest and wood products industry appropriate for entry level workers</i></li> </ul>

FWPHAR2XXX Operate a simulated forest machine

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
Industry (QLD)	Stakeholders in the industry are interested to see young people enrolled in training that utilises these simulated harvesting environments to familiarise them with how real machines operate.	Thank you. We appreciate your feedback.
Industry Association (NT)	Concurred with the above points.	Thank you. We appreciate your feedback.
	Suggested that the Foundation Skills sessions be expanded to include digital navigation abilities, given the digital aspects of this training.	<p>Suggestion adopted. Foundation Skills/Numeracy has been amended as follows:</p> <ul style="list-style-type: none"> <li>• <i>Recognise and respond to basic symbols, numerical and graphical information shown on virtual forest machine displays</i></li> </ul> <p>Other digital skills required to perform the task such as using simulator controls to demonstrate basic machine functions are explicit in the Performance Criteria. The individual does not have to introduce or extract data, troubleshoot or transfer information digitally.</p>
	Suggested to investigate whether the word “virtual” could be more appropriate than “simulated” in the unit title.	<p>Suggestion adopted – the unit title was amended as follows to reflect the virtual environment:</p> <p><i>FWPHAR2XXX Operate a forest machine simulator in a virtual environment</i></p>
Industry (NATIONAL)	<p>Satisfied with the unit content.</p> <p>My suggestion for the title would be “Operate a Forest Machine Simulator in a Virtual Environment” - the seat &amp; controls are a simulator/real, the images on the screen create the virtual environment.</p>	<p>Thank you for your feedback and support. Suggestion adopted – the unit title was amended as follows to reflect the virtual environment:</p> <p><i>FWPHAR2XXX Operate a forest machine simulator in a virtual environment</i></p>
RTO (NSW)	<p>Satisfied with the unit content.</p> <p>Also supports the use of term “virtual” instead of “simulated” for the unit.</p>	<p>Thank you for your feedback and support. Suggestion adopted – the unit title was amended as follows to reflect the virtual environment:</p> <p><i>FWPHAR2XXX Operate a forest machine simulator in a virtual environment</i></p>
RTO (VIC)	Regarding PE - Does the demonstration for each of the four harvesting scenarios show that the operator is following guidelines or operational protocols/ procedures used in the workplace?	<p>Thank you for your feedback and questions. Suggestion adopted. PE has been amended as follows:</p> <p><i>There must be evidence that the individual has used a simulator to demonstrate the operation of one type of forest machine in four different harvesting scenarios consistent with workplace conditions.</i></p>

## Four Wheel Drive Operations - Revised Units of Competency

### General Comments

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
RTO (QLD)	Satisfied with the results of all four wheel drive units.	Thank you for your feedback. The project team is appreciative of the participant's contribution and support in developing these units of competency.

### FWPCOT3XXX Perform complex four wheel drive operations

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
RTO (NSW)	Remove "driving through floodwaters" from Knowledge Evidence. That is very much something we MUST not do or train.	Thank you for your feedback and suggestion adopted. The item "driving through floodwaters" has been deleted from the Knowledge Evidence.
RTO (VIC)	<p>Regarding the following statement in the Application:  <i>"Individuals seeking recognition for this unit should have prior experience in operating four wheel drive vehicles on unsealed surfaces"</i>.</p> <p>If you want students to have basic skills prior to undertaking this unit (which makes sense and is a good risk management strategy) just requiring that they have the previous unit (or its equivalence) would be most effective. They would only have to provide a copy of the statement of attainment.</p> <p>If we include the above statement, how would that be implemented? What constitutes "prior experience" How much? How Long? What sort of terrain etc. Who would confirm this experience? What level of authority would they need?</p> <p>This is so loose that it would be extremely difficult to determine how this requirement could possibly be determined (and then surely this become a prerequisite anyway).</p> <p>Additionally, how would you ensure that all RTOs are using the same method for determining the prior experience? From a business perspective, if my RTO has significant and detailed requirements for this, and the RTO</p>	<p>Thank you for your comments.</p> <p>The mentioned statement was included in the unit's Application section as a result of:</p> <ul style="list-style-type: none"> <li>• safety concerns for individuals who wish, or are required, to be trained in complex four drive operations but lack basic skills in driving a four wheel drive vehicle, and</li> <li>• extensive discussions with the Subject Mater Experts group during the development stage.</li> </ul> <p>The intent of this statement is to inform students, trainers and other interested parties that some prior experience in operating four wheel drive vehicles on unsealed surfaces is recommended.</p> <p>The statement makes no mention of, or require, a statement of attainment in a specific unit of competency. It recommends that training providers should use whatever methods they deem appropriate to determine whether the learner has adequate skills to be safely trained in complex four wheel drive operations.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>down the road just wants to ask one question, then the potential student will clearly go the other opposing RTO.</p> <p>The vagueness of this goes against having clear guidelines that ensure consistency between and across the sector.</p> <p>The simple provision of the statement of attainment for the prior unit would be much simpler.</p>	
RTO (QLD)	The statement in the Application section about prior learning experience should be kept. It is information that training providers should be aware of before requiring inexperienced students to drive in complex situations.	Thank you for your feedback. The statement about prior learning experience has been retained for the reasons stated in your feedback and above.
RTO (NT)	Remove statement about prior learning experience from the application. You can't have a statement that uses the word Should. Not acceptable.	Thank you for your feedback . Following further considerations, the statement about prior learning experience has been retained for the reasons stated above.
	Remove the word "snow" from the Knowledge Evidence. It snows in 5% of the country. You cannot make every RTO teach snow. We have crocodiles; I do not expect RTOs in Victoria to teach about crocodile awareness.	Suggestion adopted.
	Remove "type of recovery gear used in complex four wheel drive activity" from the Knowledge Evidence. This is not a recovery course, we can't show people recovery but not teach it. 80% of NT Government & miners are not allowed to use recovery equipment.	Suggestion adopted.
	Remove "relevant personnel for the purposes of communicating information" from the Assessment Conditions.	Suggestion adopted.
	<p>For consistency with Performance Evidence, Replace 300mm in the following Knowledge Evidence dot point with "axle depth":</p> <ul style="list-style-type: none"> <li>performing a water crossing of up to 300mm depth</li> </ul>	Suggestion adopted.

### FWPCOT3XXX Recover four wheel drive vehicles

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
RTO (VIC)	<p>Requirements regarding “four wheel drive used must have an appropriate, rated recovery point front and rear” could be difficult to implement.</p> <p>Prefer previous suggestion by a group member “I believe we should specify that vehicles should be fitted with appropriately rated recovery points. However in the absence of standards we can hardly insist. What is the appropriate rating for a recovery point? I think we need to leave to the discretion of trainers.”</p>	<p>Thank you for your feedback.</p> <p>PC3.4 has been amended to reflect the advice to industry provided in the following documents:</p> <ul style="list-style-type: none"> <li>• <a href="#">Consumer Goods (Motor Vehicle Recovery Straps) Safety Standard 2017</a></li> <li>• <a href="#">Guidelines for safe use of Vehicle Recovery Straps   Snatch Straps</a></li> </ul> <p>PC3.4 now reads as follows:</p> <p><i>3.4 Fit the kinetic rope/strap to an approved recovery point/device that is suitably rated for use with the strap</i></p>
RTO (QLD)	<p>Four wheel drive vehicle must have rated recovery point front and rear to prevent injuries and keep people safe. A useful document is Guidelines for safe use of Vehicle Recovery Straps   Snatch Straps.</p>	<p>Thank you for your advice.</p>
Government Department (WA)	<p>Should Element 1 read “... four wheel drive vehicle”?</p>	<p>Thank you for your feedback and picking up this error. It has been corrected.</p>

### FWPCOT3XXX Operate a four wheel drive vehicle in a towing situation

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
RTO (VIC)	<p>“Operate a four wheel drive vehicle to tow an object other than a trailer.” This is too loose. What constitutes an “object”? Is it a small branch or a large piece of machinery?</p> <p>To ensure consistency and ensure that RTOs don't pretty much ignore this due to the level of individual interpretation available, a range of suggested “objects” (maybe four dot points and you can choose 2) would suffice.</p> <p>The other options is: do we even need this requirement? What are we actually trying to get at or achieve with dot point 4? Is it related to towing something without wheels</p>	<p>Thank you for your feedback.</p> <p>Element 3 and any references to towing an object other than a trailer have been deleted from the unit based on recommendations from members of the Subject Matter Expert group. According to Subject Matter Experts, towing a log of a road can be a very complex and dangerous task. Training providers have not trained and will not train for this. Additionally, in Victoria, it is illegal to remove trees from tracks.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	(if it has wheels one would assume that it would be considered as a trailer)  Not sure of the purpose of this dot point. However, if it is retained the definition of “object” needs to be clarified.	
RTO (SA)	Regarding the last dot point of the PE about towing an object other than a trailer - fuel tankers and fire fighting equipment are still on trailer that other equipment in forestry could be used. I don't believe this is clear enough to meet the requirement of this performance task.	Thank you for your feedback. Element 3 and any references to towing an object other than a trailer have been deleted from the unit based on recommendations from members of the Subject Matter Expert group. Additional information is available above.
RTO (VIC)	The PE uses 'sealed and unsealed' roads which is not necessarily the same as 'on and off' road in PC2.3.	Thank you for your feedback. Suggestion adopted. PC2.3 and 2.4 amended as follows:  <i>2.3 Apply safe four wheel driving skills while towing a trailer on sealed and unsealed road conditions</i> <i>2.4 Demonstrate safe braking procedures while towing a trailer in on sealed and unsealed road conditions including performing emergency stop</i>
	Suggest parking to be included in KE to match PC2.5.	Suggestion adopted. KE amended to include parking as follows:  <ul style="list-style-type: none"> <li>• <i>four wheel driving and towing techniques, including:</i> <ul style="list-style-type: none"> <li>• <i>dealing with and avoiding trailer sway</i></li> <li>• <i>changing trailer wheel</i></li> <li>• <i>parking vehicle with trailer attached</i></li> </ul> </li> </ul>
	The following actions in the PE are not specified in the PCs. <ul style="list-style-type: none"> <li>• <i>performed the following tasks while operating a four wheel drive vehicle to tow a trailer on an unsealed road according to regulatory requirements:</i></li> <li>• <i>driving forwards</i></li> <li>• <i>reversing in a straight line</i></li> <li>• <i>reversing around a corner</i></li> <li>• <i>reversing into a parking bay</i></li> </ul>	Thank you for your feedback. These tasks are implied in PC2.3:  <i>2.3 Apply safe four wheel driving skills while towing a trailer on sealed and unsealed road conditions</i>
	PE specifies “emergency stop” while PC says 'Safe braking procedure'.	Thank you for your feedback. Suggestion adopted. PC2.4 amended as follows:

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
		<i>2.4 Demonstrate safe braking procedures while towing a trailer in on sealed and unsealed road conditions including performing emergency stop</i>

### FWPCOT3XXX Operate a four wheel drive on unsealed roads

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
Government Department (WA)	Element 1 and 2 are exactly the same, why? Element 2 does not appear to relate to the PC's in 2.	Thank you for your feedback and for picking up this error. The title of Element 2 has been corrected and it now reads "2. Prepare for operations"
	Regarding Foundation Skills, Numeracy - Water depth may not be applicable to the conditions used in the assessment, how can this skill then be achieved?	Thank you. "Water depth" has been deleted from the Foundation Skills items.
RTO (VIC)	Name of Element 1 and 2 are identical	Thank you for your feedback and for picking up this error. The title of Element 2 has been corrected and it now reads "2. Prepare for operations"

Note: There was no specific feedback on the other skill sets and units of competency that required action.