

69812 Course in Forest Practices (Forest Practice Officer)

Version 2 - Revised February 2009

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Section A: General Information

1. Course developer	TAFE Tasmania
2. Address	PO Box 2015 Hobart Tasmania 7001
3. Contact details for course developer	Peter Cocker Project Manager Ph 03 6434 5705 Mob 0417 351 684 Fax 03 64345 891 Email peter.cocker@tafe.tas.edu.au PO Box 1234 Burnie Tasmania 7320
4. Type of submission	Accreditation of a new course
5. Copyright information	This course is copyright to: Forest Practices Authority 30 Patrick Street Hobart Tasmania 7000 The units that make up this qualification are part of the Forest and Forest Products Training Package (FPI05) and the Business Services Training Package (BSB07). These training packages are Copyright of the Commonwealth of Australia and have been licensed under the AEShareNet Free for Education instant licence.
6. Licensing and franchise	
7. Course accrediting body	Tasmanian Qualifications Authority 5 th Floor Kirksway House 2 Kirksway Place BATTERY POINT TAS 7004 PO Box 147 SANDY BAY TAS 7006 ph: (03) 6233 6364 fx: (03) 6224 0175
8. AVETMISS information	ASCO: 2114-13 ANZIC: 0301 Field of Study: National Course Code: 69812 ASCED Code: 0505
9. Period of accreditation	8-10-2008 to 7-10-2013

Section B: Course Information

1. Nomenclature

1.1. Name of the qualification

Course in Forest Practices (Forest Practices Officer)

1.2. Nominal duration of the course

380 hrs

2. Development of the course

2.1. Industry/enterprise/ community needs

This course has been designed to ensure that the existing not accredited training that is delivered by Forest Practices Authority for Forest Practice Officers is valid and creditable. By having the course accredited the quality assurance that will be in place with the course will give greater acceptance by the various stakeholders in the forest industry. The Forest Practice Officers that work in Tasmania have the prime role of acting as an authorised officer of the Forest Practices Authority in the implementation of the Forest Practices Act 1985. It is the duty of the Forest Practices Authority to ensure that potential Forest Practice Officers have the required skills and knowledge to carry out their role and prior to their appointment as a Forest Practices Officer. In the development of this course consultation was had with a reference group of Forest Practice Officers, The Chief Forest Practices Officer, specialist staff from the Forest Practices Authority and TAFE Forestry teachers. In Particular :-

Forest Practices Authority

Graham Wilkinson
Simon Davies
Chris Mitchell
Bruce Chetwynd
Denise Gaughwin
Fred Duncan
Andrew Hammond
Peter McIntosh
Aidan Flanagan
Dick Chuter

Forestry Tasmania

Mark Neyland
Peter Volker
Alan Lee
Craig Patmore

Gunns Ltd

Greg Hickey

Norskeskog

Sandra Hetherington

TAFE Tasmania

Peter Cocker
Doug Eastley
Keith Eastley
Norm Wells

2.2. Review for reaccreditation	N/A
3. Course outcomes	
3.1. Qualification level	<p>On successful completion of this course participants will be awarded a Statement of attainment stating that they have successfully completed a Course in Forest Practices (Forest Practice Officer). This course does not achieve a full AQTF outcome</p>
3.2. Competency standards	<p>The following Units are those that will be achieved on successful; completion of the course.</p> <p>FPO5000A - Manage coupe planning FPIFGM4207A – Conduct a forest site assessment FPICOR2202A – Communicate and interact effectively in the workplace BSBWRT401A – Write complex documents BSBLEG412A – Interpret and apply legislation</p> <p>The first three listed units are taken from FPI05 Forest and Forest Products Training Package the remaining two are from BSB07 Business Services Training Package. There is an existing imported Unit in FPI05 called Write complex documents, but the unit included in this course is from a later Business Training Package and supersedes the old unit.</p>

3.3. General competencies

Employability Skills for Course in Forest Practices

The following table contains a summary of the employability skills for this course

Communication	<ul style="list-style-type: none">• communicating with business contacts and team members to promote forest practices, give and receive feedback, and negotiate effectively to address conflicts• reading, interpreting, writing and presenting reports
Teamwork	<ul style="list-style-type: none">• supporting team members in developing skills and knowledge relating to forest practices• working within own role to support team activities
Problem solving	<ul style="list-style-type: none">• finding, analysing and interpreting data which may be incomplete or have discrepancies• making decisions to complete tasks in a time efficient manner
Initiative and enterprise	<ul style="list-style-type: none">• identifying learning opportunities to improve work practices
Planning and organising	<ul style="list-style-type: none">• organising information relating to forest practices into an electronic form• organising resources, equipment and time lines• planning for contingencies
Self management	<ul style="list-style-type: none">• evaluating own performance and identifying areas for improvement• managing time to independently complete tasks
Learning	<ul style="list-style-type: none">• participating in professional networks and associations to obtain and maintain knowledge and skills
Technology	<ul style="list-style-type: none">• using technology such as the internet, GIS, GPS and mobile phones to communicate with other people• using technology such as the internet, GIS and GPS to collect, analyse and provide information

3.4. Recognition given to the course (if applicable)

This course has been recognised by the Forest Practices Advisory Council, which represents various Forestry Stakeholders. (See appendix A)

3.5. Licensing/regulatory requirements (if applicable)

On successful completion of this course participants may apply to Forest Practices Authority to be appointed as a Forest Practices Officer to authorise them to plan or inspect forest related activities to ensure compliance with the Forest Practices Code.

4. Course rules

4.1. Course structure

Unit of competency	Title	Pre Requisite	Nominal hours
FPO5000A	Manage coupe planning	Nil	200
FPIFGM4207A	Conduct a forest site assessment	Nil	40
FPICOR2202A	Communicate and interact effectively in the workplace	Nil	40
BSBLEG412A	Interpret and apply legislation	Nil	50
BSBWRT401A (BSBCM420A)	Write complex documents	Nil	50

In order to achieve a Statement of Attainment in this course it is expected that participants will satisfactorily achieve all 5 Units. A statement of attainment will be issued for individual units completed.

4.2. Entry Requirements

It would be expected that potential participants for this course would have current knowledge and skills in forestry operations and would have completed as a minimum a Certificate IV in Forest Operations or equivalent.

4.3. Pathways

The competencies in this Course may be attained in a number of ways including through:

- formal or informal education and training
- experiences in the workplace
- general life experience, and/or
- any combination of the above.

Assessment under this Course leading to a Statement of Attainment may follow a learning and assessment pathway, an assessment-only or recognition pathway, or a combination of the two.

4.4. Customisation

At this time it is considered that there is no need for customisation of this course, as it has been targeted for a specific need.

5. Assessment

5.1. Assessment strategy

Assessment for these National Units is to be consistent with the assessment guidelines of the

	FPI05 Forest and Forest Products Training Package. Detailed assessment information is in each of the units that make up this course.
5.2. Assessor competencies	Assessment for national units is to be consistent with the assessment guidelines of the Forest and Forest Products Training Package (FPI05) To deliver and conduct training and assessment the AQTF requirements must be satisfied. Trainers must have Cert IV in Training and Assessment, or equivalent. Assessors must have the three units, TAAASS402A Plan and organise assessment TAAASS402A Assess competence TAAASS404A Participate in assess validation, or their equivalences. Trainers and assessors must be able to demonstrate current vocational competence related to the units that they are delivering and a broad perspective and depth of understanding of the vocational area based on current and relevant experience in the Forest Industry. TAFE will have an auspiced arrangement with FPA with the delivery and assessment of this course.
5.3. Workplace assessment	Part of the assessment for this course will include mandatory assessments carried out in the workplace on two units, Manage Coupe planning and Conduct a forest site inspection.
5.4. Recognition of Prior Learning (RPL)	Participants who believe that they may have the required knowledge and skills may apply for recognition for this course or unit. Sufficient evident will have to be submitted to demonstrate competence in the units that they are applying for recognition.
6. Delivery	
6.1. Delivery modes	This course will be delivered by instructional workshops by a number of specialist presenters who will train participants by a series of off- the- job training sessions combined with on the job activities. One on one training will be provided. Participants will participate in field trips covering a range of forest types, various forest activities and scenarios to enable them to effectively plan and evaluate forest practices with regard to compliance with state legislation and various codes of practice.
6.2. Resources	RTO's delivering this course must have access to a range of plantation and native forests incorporating establishment, harvest and regeneration regimes. Also examples of planning tools and copies of current forestry Codes of Practice.

7. Articulation and credit transfer

Participants who have successfully completed this course may use these national units for articulation or credit in various qualifications at certificate IV or Diploma level as detailed in the packaging rules in the Forest and Forest Products Training Package FPI05 and the Business Services Training Package BSB07

8. Ongoing monitoring and evaluation

The outcomes of this course will be continually reviewed by Forest Practices Authority. The course will be monitored and evaluated by Forest Practices Authority who will confer with the RTO's who have this course on their Scope of Registration and also with the Forest Practices Advisory Council in the review process.

FPO500A Manage coupe planning

Unit Descriptor

This unit specifies the outcomes required to manage the planning of forest coupe establishment, harvesting and regeneration. Compliance with licensing, legislative, regulatory or certification requirements may be required in various jurisdictions.

This unit (FPIFGM5209A) has been modified by the removal of performance criteria 2.5 and 2.6 and additions to the range statement, and has been given a new code – FPO5000A.

Application of the Unit

This unit supports the attainment of skills and knowledge required for competent workplace performance in forest and forest products operations of all sizes. The unit applies to a forest environment and involves application of skills and knowledge at a managerial level. These skills and knowledge are to be used within the scope of the person's job and authority

Unit Sector

Forest Growing and Management

ELEMENT

PERFORMANCE CRITERIA

1. Plan coupe establishment

- 1.1 Applicable **Occupational Health and Safety (OHS)**, **legislative** and **organisational** requirements relevant to coupe planning are identified and complied with
- 1.2 **Local authority** coverage, **land owning** and **boundaries** are established and assessed
- 1.3 Coupe location including map and grid references is checked
- 1.4 Land use **zoning** is identified or applied for
- 1.5 **Planning permits** are applied for
- 1.6 **Communication** with others is established and maintained in accordance with OHS requirements

2. Plan coupe harvesting

- 2.1 Forest type, available **species** and **topography** are analysed and documented in accordance with plan and site procedures
- 2.2 **Gross area** of coupe is calculated and **net area** to be **harvested** established
- 2.3 **Volume** estimates are calculated and reported
- 2.4 **Operational activities** including site preparation, environmental considerations and access are planned

3. Plan coupe regeneration

- 3.1 **Regeneration** method is selected to best suit the **site conditions**
- 3.2 **Environmental protection measures** for the landscape, soil and drainage are planned and instigated
- 3.3 **Seeding process** or seedling planting regime is created and scheduled
- 3.4 **Silviculture** systems are planned and scheduled
- 3.5 Management of coupe planning is **recorded and reported** to appropriate personnel

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills include:

- comply with legislation, regulations, standards, codes of practice and established safe practices and procedures for coupe planning
- organise and obtain required permits
- plan and implement coupe establishment, harvesting and regeneration processes
- identify problems and demonstrate appropriate response procedures
- use appropriate communication and interpersonal techniques with colleagues and others
- accurately record and report workplace information, and maintain documentation

Required knowledge and understanding includes:

- applicable Commonwealth, State or Territory licensing, legislative, regulatory or certification requirements and codes of practice relevant to the full range of processes for coupe planning
- organisational and site standards, requirements, policies and procedures for coupe planning
- principles of cultural diversity and access and equity
- environmental protection requirements, including the safe disposal of waste material
- established communication channels and protocols
- problem identification and resolution
- types of tools and equipment and procedures for their safe use, operation and maintenance
- coupe establishment and planning
- harvesting methodologies
- regeneration principles and methods
- procedures for the recording, reporting and maintenance of workplace records and information
- appropriate mathematical procedures for estimation and measurement

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace

Performance Level 1 at this level, the candidate is required to undertake tasks effectively

Performance Level 2 at this level, the candidate is required to manage tasks

Performance Level 3 at this level, the candidate is required to use concepts for evaluating and reshaping tasks

Key Competency	Example of Application	Performance Level
Communicating ideas and information	By communicating in simple language to confirm planning requirements and convey information and requests to colleagues	2
Collecting analysing and organising information	By collecting, organising and analysing information required to undertake coupe planning	3
Planning and organising activities	By organising work activities in the correct sequence for coupe planning to be completed within the designated timeframes	3
Working with others and in teams	By using effective communication and interpersonal techniques with colleagues and others to maximise confidence, satisfaction and productivity during planning processes	3
Using mathematical ideas and techniques	By calculating time to complete tasks, estimating resource requirements, and calculating distances, pricing bids, gross areas, net areas and volumes	2
Solving problems	By establishing safe and effective processes for coupe planning which anticipate likely problems to avoid wastage and downtime	3
Using technology	By selecting and using computer equipment to manage coupe planning	1

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below

OHS requirements are to be in accordance with Commonwealth, State or Territory legislation and regulations, and organisational safety policies and procedures. Requirements may include:

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

Legislative requirements are to be in accordance with applicable legislation from all levels of government that affect organisational operation. Requirements may include:

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

Organisational requirements

- may include legal, organisational and site guidelines, policies and procedures relating to own role and responsibility, quality assurance, procedural manuals, quality and continuous improvement processes and standards, OHS, emergency and evacuation, ethical standards, recording and reporting, access and equity principles and practices, equipment use, maintenance and storage, environmental management (waste disposal, recycling and re-use guidelines)

Local authorities

- are to include local government councils or shires with local planning and zoning authority for a given region

Land owning

- is to include the process of notifying and obtaining owner approval to commence harvesting operations

Boundaries

- are to include designated forest allotments owned privately, by Government or by the Forestry organisation. Boundaries fall within survey pegs for the land allocated

Zoning

- is to include designated forest coupes owned privately, by Government or by the Forestry organisation with boundaries that fall within survey pegs for the land allocated for forest growing and harvesting operations under local authority allocation

Planning permits

- are to include permits granted by local authorities for forest growing and harvesting operations to take place based on approved plans submitted to local government complying with all required regulations

Communication

- may include verbal and non-verbal language, constructive feedback, active listening, questioning to clarify and confirm understanding, use of positive, confident and cooperative language, use of language and concepts appropriate to individual social and cultural differences, control of tone of voice and body language

Species	<ul style="list-style-type: none"> • may include native species of one or more type or imported species
Topography	<ul style="list-style-type: none"> • is to include a map of the designated area showing terrain levels, contours, elevations, slopes, gullies and adjoining land parcels, rainfall, soil type
Gross area	<ul style="list-style-type: none"> • is to include the total area mass of the planned forest coupe
Net area	<ul style="list-style-type: none"> • is to include the total area of forest available for harvesting excluding streamside buffers, filter strips, habitat protection areas, rainforest protection, excluded areas, roads, tracks and landings
Harvesting	<ul style="list-style-type: none"> • is to include the methods of cutting and extracting trees and logs from designated areas
Volume	<ul style="list-style-type: none"> • is to include the estimated return of cubic metres or tonnes of timber for each of sawlogs, pulpwood or firewood
Operational activities	<ul style="list-style-type: none"> • may include coupe map details, site preparation, streamside buffers, filter strips, contours, gullies, crossing points, habitat protection, rainforest protection, flora and fauna protection, landscape protection, excluded areas, rubbish removal, permanent roads, temporary roads, landings, dumps, snig tracks, forwarding tracks, adjoining land, wet weather restrictions, fire protection requirements, <i>high intensity burns, quarry construction, visual impact, heritage and cultural value protection</i>
Regeneration	<ul style="list-style-type: none"> • is to include the return of a coupe to a revegetated state, protecting its landscape, soil and drainage
Site conditions	<ul style="list-style-type: none"> • may include rainfall, soil type, topography
Environmental protection measures	<ul style="list-style-type: none"> • may include ground growth, canopy, general forest lean, wind speed and direction, fallen trees, density of trees, ground slope, soil and water protection, ground hazards and obstacles
Seeding process	<ul style="list-style-type: none"> • is to include natural seed-fall <i>or applied seeding</i> following burning of log debris
Silviculture	<ul style="list-style-type: none"> • is to include the growth management of a forest and tending to the trees to maximise growth

Records and reports

- may include producing detailed records and reports outlining the planning of coupe establishment, harvesting and regeneration processes
- may be manual, using a computer-based system or another appropriate organisational communication system

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package

Overview of assessment

- A person who demonstrates competency in this unit must be able to provide evidence that they can safely and efficiently manage coupe planning within organisational requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- Comply with applicable Commonwealth, State or Territory legislative and regulatory requirements and codes of practice, including OHS, environmental and organisational policies and procedures, relevant to managing coupe planning
- Comply with applicable licensing or certification requirements
- Communicate effectively and work safely with others in the work area
- Efficiently manage coupe planning in accordance with regulations and organisational requirements
- Effectively plan the establishment, harvest and regeneration of forest coupes in accordance with site conditions, regulations and organisational requirements

Context of and specific resources for assessment

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

Method of assessment

- Assessment must satisfy the endorsed Assessment Guidelines of the FPI05 Training Package
- Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of underpinning knowledge
- Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies
- Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge
- Assessment may be applied under project-related conditions (real or simulated) and require evidence of process
- Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances
- Assessment may be in conjunction with assessment of other units of competency
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language backgrounds other than English
- Where the participant has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

FPIFGM4207A Conduct a forest site assessment

Unit Descriptor	This unit specifies the outcomes required to plan, implement and review a forest site assessment. The unit includes the assessment of soils, terrain, slope, rainfall and environmental aspects of the forest area. Compliance with licensing, legislative, regulatory or certification requirements may be required in various jurisdictions
Application of the Unit	<p>This unit replaces FPIFGM134A Conduct a site factor assessment</p> <p>This unit supports the attainment of skills and knowledge required for competent workplace performance in forest and forest products operations of all sizes. The unit applies to a forest environment and involves application of skills and knowledge at a supervisory level. These skills and knowledge are to be used within the scope of the person's job and authority</p>
Unit Sector	Forest Growing and Management
ELEMENT	PERFORMANCE CRITERIA
1. Plan assessment	<p>1.1 Applicable Occupational Health and Safety (OHS), legislative and organisational requirements relevant to conducting a forest site assessment are identified and complied with</p> <p>1.2 Frequency of assessment for particular forest areas and size of sample areas are calculated from inventory programs, budgets and organisation guidelines</p> <p>1.3 Forest site is researched and recorded for the location to be assessed</p> <p>1.4 Methods of forest site measurement are selected in accordance with the forest management plan</p> <p>1.5 Site environmental protection measures are monitored in accordance with relevant legislation and regulations</p> <p>1.6 Communication with others is established and maintained in accordance with OHS requirements</p>
2. Implement forest site assessment	<p>2.1 Method of assessment is selected in accordance with the forest type, topography, local environment and organisation guidelines</p> <p>2.2 People, materials and equipment for the assessment are coordinated and scheduled in accordance with organisation guidelines</p> <p>2.3 Schedule for the site is organised in conjunction with other relevant forest operations personnel</p> <p>2.4 Permits or licences required for the assessment are obtained</p> <p>2.5 Personnel are directed to undertake the assessment and collect the data on the forest site</p> <p>2.6 Data retrieved from the assessment is translated and Reported</p>

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|----------------------------------|---|
| 3. Monitor and review assessment | 3.1 Environmental protection measures are checked to ensure compliance in accordance with relevant legislation and regulations |
| | 3.2 Operational staff and contractors are regularly communicated with during the assessment phase to ensure smooth operation and progress |
| | 3.3 Operational activities are monitored and reviewed for potential improvements |
| | 3.4 Assessment method is reviewed and diagnosed for potential improvements |
| | 3.5 Assessment results are recorded and reported to the appropriate personnel |

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills include:

- comply with legislation, regulations, standards, codes of practice and established safe practices and procedures for conducting a forest site assessment
- use appropriate consultative, communication and interpersonal techniques with colleagues and others
- coordinate and schedule resources, materials and equipment appropriate for assessment requirements
- organise and obtain required permits or licences
- translate assessment data and report results in appropriate style and format
- effectively present written and oral information to a wide range of individuals and groups
- demonstrate effective time and project management
- efficiently and effectively implement program planning and budgeting
- accurately record and report workplace information, and maintain documentation
- accurately assess a forest site

Required knowledge and understanding includes:

- applicable Commonwealth, State or Territory licensing, legislative, regulatory or certification requirements and codes of practice relevant to the full range of processes for conducting a forest site assessment
- organisational and site standards, requirements, policies and procedures for conducting a forest site assessment
- principles of cultural diversity and access and equity
- environmental protection requirements, including the safe disposal of waste material
- established communication channels and protocols
- problem identification and resolution methods
- types of tools and equipment and procedures for their safe use, operation and maintenance
- forest site analysis techniques
- assessment techniques
- measurement and data collection methods
- procedures for the recording, reporting and maintenance of workplace records and information
- appropriate mathematical procedures for estimation and measurement

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace Performance Level 1 at this level, the candidate is required to undertake tasks effectively Performance Level 2 at this level, the candidate is required to manage tasks Performance Level 3 at this level, the candidate is required to use concepts for evaluating and reshaping tasks

Key Competency	Example of Application	Performance Level
Communicating ideas and information	By communicating in simple language to confirm work requirements, convey information and requests to colleagues, and report and record outcomes for conducting a forest site assessment	2
Collecting analysing and organising information	By collecting, organising and understanding information required to undertake conducting a forest site assessment	2
Planning and organising activities	By organising work activities in the correct sequence for conducting a forest site assessment to be completed within the designated timeframes	2
Working with others and in teams	By using effective communication and interpersonal techniques with colleagues and others to maximise confidence, satisfaction and productivity during the process of conducting a forest site assessment	2
Using mathematical ideas and techniques	By calculating time to complete tasks and estimating tools, equipment and material requirements including calculating data and quantities	2
Solving problems	By establishing safe and effective processes for conducting a forest site assessment which anticipate likely problems to avoid wastage and downtime	2
Using technology	By selecting and using computers to coordinate forest site assessment processes	1

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below

OHS requirements are to be in accordance with Commonwealth, State or Territory legislation and regulations, and organisational safety policies and procedures. Requirements may include:

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

Legislative requirements are to be in accordance with applicable legislation from all levels of government that affect organisational operation. Requirements may include:

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

Organisational requirements

- may include legal, organisational and site guidelines, policies and procedures relating to own role and responsibility, quality assurance, procedural manuals, quality and continuous improvement processes and standards, OHS, emergency and evacuation, ethical standards, recording and reporting, access and equity principles and practices, equipment use, maintenance and storage, environmental management (waste disposal, recycling and re-use guidelines)

Assessment

- is to include analysing the soils, terrain, slope, rainfall, environmental specifications and cultural aspects of a forest area

Forest site

- may include a map of the designated area showing terrain levels, contours, elevations, slopes, gullies and adjoining land parcels

Measurement

- is to include the number and size of terrain and environment factors that exist per designated area based on size of area

Environmental protection measures	<ul style="list-style-type: none">• may include ground growth, canopy, general forest lean, wind speed and direction, fallen trees, density of trees, ground slope, soil and water protection, ground hazards and obstacles
Communication	<ul style="list-style-type: none">• may include verbal and non-verbal language, constructive feedback, active listening, questioning to clarify and confirm understanding, use of positive, confident and cooperative language, use of language and concepts appropriate to individual social and cultural differences, control of tone of voice and body language
Topography	<ul style="list-style-type: none">• is to include a map of the designated area showing terrain levels, contours, elevations, slopes, gullies and adjoining land parcels, rainfall, soil type
Schedule	<ul style="list-style-type: none">• is to include the division of areas into a roster for undertaking assessment
Translate	<ul style="list-style-type: none">• is to include the measurement details and data of forest site converted into useable information
Operational activities	<ul style="list-style-type: none">• may include assessment of the forest site
Diagnosis	<ul style="list-style-type: none">• is to include analysis of the assessment process and operational procedures to explore improvement potential
Records and reports	<ul style="list-style-type: none">• may include producing detailed records and reports outlining the conduct of a forest site assessment including difficulties, recommendations for future work, results, costs, data analysis, efficiency and effectiveness• may be manual, using a computer-based system or another appropriate organisational communication system

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package

Overview of assessment	<ul style="list-style-type: none">• A person who demonstrates competency in this unit must be able to provide evidence that they can safely and efficiently plan, implement and review a forest site assessment within organisational requirements
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Critical aspects for assessment and evidence required to demonstrate competency in this unit

- Comply with applicable Commonwealth, State or Territory legislative and regulatory requirements and codes of practice, including OHS, environmental and organisational policies and procedures, relevant to conducting a forest site assessment
- Comply with applicable licensing or certification requirements
- Communicate effectively and work efficiently with others in the work area
- Efficiently plan, conduct and review a forest site assessment in accordance with regulations and organisational requirements
- Effectively coordinate personnel to follow planning, communications and scheduling for conducting a forest site assessment

Context of and specific resources for assessment

- Competency is to be assessed in the workplace or realistically simulated workplace
- Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
- Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context
- Assessment is to comply with relevant regulatory or Australian Standards requirements
- The following resources should be made available:
 - workplace location or simulated workplace
 - materials and equipment relevant to conducting a forest site assessment
 - specifications and work instructions

Method of assessment

- Assessment must satisfy the endorsed Assessment Guidelines of the FPI05 Training Package
- Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of underpinning knowledge
- Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies
- Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge
- Assessment may be applied under project-related conditions (real or simulated) and require evidence of process
- Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances

- Assessment may be in conjunction with assessment of other units of competency
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language backgrounds other than English
- Where the participant has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

FPICOR2202A

Communicate and interact effectively in the workplace

Unit Descriptor

This unit specifies the outcomes required to communicate and interact effectively with other workers including gathering, conveying and receiving information through verbal and written forms of communication and participating in work relations

This unit replaces FPIG16A Maintain interactive communication in the workplace intermediate

Application of the Unit

This unit supports the attainment of skills and knowledge required for competent workplace performance in forest and forest products operations of all sizes. The unit applies to a forest industry environment. Skills and knowledge are to be used within the scope of the person's job and authority

Unit Sector

Core

ELEMENT

1. Gather, convey and receive information

PERFORMANCE CRITERIA

- 1.1 Applicable **Occupational Health and Safety (OHS), legislative** and **organisational requirements** relevant to communicating and interacting with others are identified and complied with
 - 1.2 **Verbal and written instructions** are gathered, received and responded to with correct actions
 - 1.3 Instructions are conveyed accurately using relevant **communication modes**
 - 1.4 **Work signage** is responded to with correct action
 - 1.5 Information is conveyed in simple language and message acknowledged and checked
 - 1.6 Questions are used to gain additional information and to clarify understanding
- 2.1 Routine instructions and messages are received and followed
 - 2.2 Workplace procedures are carried out to company requirements
 - 2.3 Information from a range of sources is accessed and **interpreted** and checked with **appropriate personnel**
 - 2.4 Information is selected and **sequenced** correctly
 - 2.5 Verbal and written **reporting** is conducted clearly and legibly in accordance with workplace procedures

2. Carry out face-to-face routine communication

3. Apply visual communications

- 3.1 **Visual communications** are used following accepted industry practices or social conventions
- 3.2 Attention of the communicating parties is obtained, checked and acknowledged
- 3.3 The intention of the visual communication is clarified and checked at each step
- 3.4 Visual communications which are unclear or ambiguous are questioned or visually cancelled
- 3.5 Instances of unclear visual communications are followed up to avoid repeated problems

4. Participate in simple meeting processes

- 4.1 Correct process for **meetings** is identified and followed to pre-determined or agreed procedures
- 4.2 Responses are sought and provided to others in the group
- 4.3 Constructive contributions are made to the group
- 4.4 Goals or outcomes are noted and communicated to appropriate personnel

5. Maintain work relationships

- 5.1 Communication with co-workers is conducted in a courteous manner which reflects sensitivity to individual **social and cultural differences**
- 5.2 Relevant workplace information is shared with co-workers to achieve designated individual and team goals and objectives
- 5.3 Assistance is provided to, and sought from, co-workers to achieve work tasks
- 5.4 Contradictions, ambiguity, uncertainty or misunderstandings are identified and clarified with appropriate personnel

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills include:

- comply with legislation, regulations, standards, codes of practice and established safe practices and procedures for communicating and interacting with others
- review and accurately identify and interpret work requirements
- use and maintain relevant equipment
- use appropriate communication and interpersonal techniques with colleagues and others
- accurately locate, record and report information
- effectively request information
- actively listen
- effectively receive and action feedback
- effectively relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- effectively solve routine problems

Required knowledge and understanding includes:

- basic knowledge and understanding of applicable Commonwealth, State or Territory legislation, regulations, standards and codes of practice relevant to the full range of processes for communicating and interacting with others
- organisational and site standards, requirements, policies and procedures for communicating and interacting with others
- principles of cultural diversity and access and equity
- established communication channels and protocols
- problem identification and resolution
- types of equipment and procedures for their use, operation and maintenance
- basic principles of effective communication
- basic principles of working relationships
- differences between written and spoken language
- organisational standards for the presentation of written information
- workplace meeting procedures and protocols
- types of verbal, written and visual communication

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace

Performance Level 1 at this level, the candidate is required to undertake tasks effectively

Performance Level 2 at this level, the candidate is required to manage tasks

Performance Level 3 at this level, the candidate is required to use concepts for evaluating and reshaping tasks

Key Competency	Example of Application	Performance Level
Communicating ideas and information	By conveying and responding to verbal and written instructions	1
Collecting analysing and organising information	By accessing and interpreting information from a range of sources	1
Planning and organising activities	By identifying and following correct processes for meetings	1
Working with others and in teams	By communicating with other personnel using appropriate communication methods which reflect sensitivity to individual social and cultural differences	2
Using mathematical ideas and techniques	By estimating and calculating time required to complete work tasks	1
Solving problems	By clarifying contradictions, ambiguity, uncertainty or misunderstandings with other personnel	2
Using technology	By using equipment to communicate with personnel and others	1

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below

OHS requirements are to be in accordance with Commonwealth, State or Territory legislation and regulations, and organisational safety policies and procedures. Requirements may include:

- the use of personal protective equipment and clothing
- safety equipment
- first aid equipment
- fire fighting equipment
- hazard and risk control
- safe forest practices
- elimination of hazardous materials and substances
- manual handling including shifting, lifting and carrying
- job risk assessments

Legislative requirements are to be in accordance with applicable legislation from all levels of government that affect organisational operation. Requirements may include:	<ul style="list-style-type: none">• award and enterprise agreements• industrial relations• Australian Standards• confidentiality and privacy• OHS• the environment• equal opportunity• anti-discrimination• relevant industry codes of practice• duty of care• heritage and traditional land owner issues
Organisational requirements	<ul style="list-style-type: none">• may include legal, organisational and site guidelines, policies and procedures relating to own role and responsibility, quality assurance, procedural manuals, quality and continuous improvement processes and standards, OHS, emergency and evacuation, ethical standards, recording and reporting, access and equity principles and practices, equipment use, maintenance and storage, environmental management (waste disposal, recycling and re-use guidelines)
Verbal and written instructions	<ul style="list-style-type: none">• may include graphical instructions, signage, plans, work bulletins, charts and hand drawings, documents, memos, maps, material safety data sheets (MSDS), diagrams, sketches and graphics
Communication modes	<ul style="list-style-type: none">• may include verbal and non-verbal language, constructive feedback, active listening, questioning to clarify and confirm understanding, use of positive, confident and cooperative language, use of language and concepts appropriate to individual social and cultural differences, control of tone of voice and body language• may include the use of telephones (including mobile), email, facsimile, internet and two-way radios
Work signage	<ul style="list-style-type: none">• may include site safety signs, directional signs, traffic signs, facility or location signs and hazards
Interpreting information	<ul style="list-style-type: none">• may include company procedures, regulations, OHS requirements, induction procedures, industrial agreements, checklists, instructions, delivery dockets, MSDS, workplace policies, quality requirements, bulletins, maps, work schedules and emergency procedures, job risk assessments
Appropriate personnel	<ul style="list-style-type: none">• may include supervisors, colleagues, clients

- Sequencing information
 - is to include receiving the information and converting it into a logical order of activities
- Reporting
 - may include verbal or written communication of work output, quality outcomes, hazards, incidents or equipment malfunctions, or completion of written notes, simple workplace proformas or documents, email communication
- Visual communications
 - may include eye contact, hand signals, electronic or mechanical signals
 -
- Meetings
 - may be on or off-site, and are to include tool box meetings, team meetings, project meetings, meetings with land owners, staff meetings and industrial meetings
- Social and cultural differences may be expressed in:
 - language, traditional practices and observations, beliefs, values, practices, food, diet, dress, religious and spiritual observances, social conventions, cultural stereotypes, conventions of gender or sexuality

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package

- Overview of assessment**
 - A person who demonstrates competency in this unit must be able to provide evidence that they can communicate and interact with others according to organisational requirements
- Critical aspects for assessment and evidence required to demonstrate competency in this unit**
 - Comply with applicable Commonwealth, State or Territory legislative and regulatory requirements and codes of practice, including OHS, environmental and organisational policies and procedures, relevant to communicating and interacting effectively in the workplace
 - Effectively receive and relay verbal, non-verbal and written information in a clear, concise and accurate manner
 - Effectively use a range of visual communication signals
 - Effectively participate in workplace meetings using agreed processes to resolve issues

Context of and specific resources for assessment

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

Method of assessment

- Assessment must satisfy the endorsed Assessment Guidelines of the FPI05 Training Package
- Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of underpinning knowledge
- Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies
- Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge
- Assessment may be applied under project-related conditions (real or simulated) and require evidence of process
- Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances
- Assessment may be in conjunction with assessment of other units of competency
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language backgrounds other than English
- Where the participant has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

BSBWRT401A Write complex documents

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan documents, draft text, prepare final text and produce documents of some complexity.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Employability Skills Application of the Unit

This unit contains employability skills
This unit applies to individuals who work in a range of business environments and are skilled in the creation of reports, information and general promotion documents that are more complex than basic correspondence, memos or forms and that require review and analysis of a range of information sources.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|-----------------------|--|
| 1. Plan documents | <ul style="list-style-type: none"> 1.1 Determine the purposes of documents 1.2 Choose appropriate formats for documents 1.3 Establish means of communication 1.4 Determine requirements of documents 1.5 Determine categories and logical sequences of data, information and knowledge to achieve document objectives 1.6 Develop overview of structure and content of documents |
| 2. Draft text | <ul style="list-style-type: none"> 2.1 Review and organise available data, information and knowledge according to proposed structure and content 2.2 Ensure data, information and knowledge is aggregated, interpreted and summarised to prepare text that satisfies document purposes and objectives 2.3 Include graphics as appropriate 2.4 Identify gaps in required data and information, and collect additional material from relevant enterprise personnel 2.5 Draft text according to document requirements and genre 2.6 Use language appropriate to the audience |
| 3. Prepare final text | <ul style="list-style-type: none"> 3.1 Review draft text to ensure document objectives are achieved and requirements are met 3.2 Check grammar, spelling and style for accuracy and punctuation 3.3 Ensure draft text is approved by relevant enterprise personnel 3.4 Process text amendments as required |
| 4. Produce document | <ul style="list-style-type: none"> 4.1 Choose basic design elements for documents appropriate to audience and purpose 4.2 Use word processing software to apply basic design elements to text 4.3 Check documents to ensure all requirements are met |

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to clarify requirements of documents
- literacy skills to edit and proofread documents; to create documents with a complex, organised structure of linked paragraphs which use simple and complex syntactic structure
- numeracy skills to collate and present data, graphs and annotated references
- problem-solving skills to use processes flexibly and interchangeably.

Required knowledge

- enterprise style guide/house style
- formatting styles and their impact on formatting, readability and appearance of documents
- organisational requirements for ergonomics, work periods and breaks, and resource conservation techniques
- rules and conventions for written English, as defined by general and specialist dictionaries and books about grammar.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Purposes of documents may include:

- conveying research findings
- documenting policies, procedures and processes
- influencing attitudes, opinions, beliefs
- meeting legal requirements
- meeting other data, information or knowledge needs of an audience
- proposing recommendations, options and actions

Appropriate formats for documents may include:

- detailed business letters
- emails
- instructions and procedures
- manuals
- publications, leaflets, brochures
- reports
- speeches and presentations
- submissions tender documentation and public notices
- website text

Means of communication may include:

- software packages such as MS Word, MS Excel, MS PageMaker, MS PowerPoint and templates

Requirements of documents may include:

- compliance with genre
- compliance with proformas, standardised reporting requirements or undertakings made by the organisation about reporting
- file types and sizes for online documents
- languages other than English requirements
- legal or traditional requirements for the particular document format
- organisational policy, procedures and guidelines applying to writing documents, including house style
- point numbering systems
- requirements for illustrations, photographs, graphs, charts, maps and other illustrative material to explain texts
- standards for references, footnotes, citations, acknowledgements
- time lines, including deadlines
- word length
- writing styles, including simplicity of English and use of technical language

Categories and logical sequences of data, information and knowledge may include:

- arguments and rebuttals
- categories and sequences traditionally used for the particular type of document being prepared
- chronological, alphabetical or operating sequences
- facts, observations, conclusions and recommendations
- illustrative case studies and other examples
- linking and summary statements
- recommendations and supporting arguments

Relevant enterprise personnel may include:

- colleagues/staff in own work section/ team members
- consultative committees
- internal providers of [specialist expertise](#)
- managers/leaders/coordinators/supervisors
- owners
- staff in relevant work sections

Design elements may include:

- capitals and underlining
- fonts
- headings
- illustrations, photographs and other illustrative material for design purposes
- justification and alignment
- lists and tables
- logos, branding, organisational identity requirements
- margins and paragraph indentation
- page shape
- page size
- templates
- use and amount of colour
- use and amount of white space

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- production of documents
- editing draft text to ensure accuracy and clarity of information
- knowledge of enterprise style guide/house style

Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to office equipment and resources
- examples of documents and style guides

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- review of structure and content of documents
- review of draft documents
- review of final documents
- demonstration of techniques
- oral or written questioning to assess knowledge of word processing software functions.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- BSBITU401A Design and develop complex text documents.

BSBLEG412A Interpret and apply legislation

Unit Descriptor This unit describes the performance outcomes, skills and knowledge required to research the various legal systems and jurisdictions in Australia, and to apply appropriate legislation to the workplace. All aspects of legal practice may be subject to a range of legislation, rules, regulations and/or codes of practice relevant to different job roles and jurisdictions.

Employability Skills This unit contains employability skills.

Application of the Unit This unit applies to individuals who apply a well established, sound theoretical knowledge base in the provision of support to legal professionals.

Unit Sector No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| 1. Determine applicable legal framework | <ul style="list-style-type: none"> 1.1 Identify and access current legislation, regulations, organisational procedures, standards and/or codes of practice affecting the workplace, industry, occupation or client 1.2 Determine legal accountability obligations in relation to workplace, industry, occupation or client 1.3 Identify consequences of non-compliance with legislation, regulations, organisational procedures, standards and/or codes of practice |
| 2. Apply knowledge of legal framework to the workplace | <ul style="list-style-type: none"> 2.1 Contribute to ongoing monitoring and compliance with legal framework 2.2 Ensure that work is undertaken in a legally compliant manner
Recognise limits of own expertise, legal accountability obligations and access appropriate sources of expertise as required 2.3 |
| 3. Assess situations which present legal problems | <ul style="list-style-type: none"> 3.1 Identify and document details of suspected or actual incidences of illegal conduct by self or others in the workplace 3.2 Assess conduct of self and others in the workplace against specific components of the legal framework applicable to the workplace 3.3 Take appropriate actions to resolve/report illegal conduct, as required by applicable legislation, regulations, organisational procedures, standards and/or codes of practice |
| 4. Maintain knowledge of legal framework | <ul style="list-style-type: none"> 4.1 Monitor sources of information for changes to the legal framework 4.2 Regularly update and communicate information and changes to legal framework components which impact on work activities |

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- literacy skills to read and interpret complex written material
- communication and interpersonal skills to inform others about changes to applicable legislation, regulations, organisational procedures and/or codes of practice
- research skills to locate relevant legislation, rules, regulations and/or codes of practice
- analytical skills to apply knowledge of legislation, rules, regulations and/or codes of practice to own work situation.

Required knowledge

- scope of legal practitioner/support role and own responsibilities and obligations to provide legal advice, complete or sign off on legal work and/or appear in court as described by relevant jurisdiction/s
- firm's roles and responsibilities
- accepted codes of practice relevant to the workplace including those relating to:
 - privacy and confidentiality
 - use of company property
 - duty of care
 - ethical behaviour
 - non-discriminatory practice
 - conflict of interest
- compliance with reasonable direction
- relevant general legal terminology.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislation, regulations, organisational procedures, standards and/or codes of practice may include:

- commonwealth, state/territory and/or local legislations, rules, regulations and/or codes of practice

Consequences of non-compliance may include:

- financial loss
- fine
- imprisonment
- loss of goodwill
- loss of reputation
- reprimand

Sources of information may include:

- compliance reports
- forums
- government newsletters
- industry bodies
- information sessions
- internal audits
- journals
- newsletters
- professional associations
- regulatory authorities
- standards
- training
- websites

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- identifying and accessing legislation, regulations, organisational procedures, standards and/or codes of practice and apply this information to the workplace situation in terms of monitoring compliance and identifying illegal conduct
- referral to appropriate sources of information and specialist personnel, when limits of own expertise are reached in determining applicable legislation
- maintenance of ongoing knowledge of legal framework by monitoring changes from appropriate information sources.

Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace or simulated environment
- access to workplace manuals and reference materials such as company policy, procedural manuals, checklists, documentation and sample forms
- access to background information on courts, their jurisdiction and behavioural requirements
- access to appropriate technology such as computers with relevant software
- access to appropriate texts and access to people with expert knowledge such as legal practitioners
- access to appropriate legislation and regulations relevant to common legal matters, such as that which is accessible via:
 - <http://www.law.gov.au>
 - <http://www.ag.gov.au>
 - <http://www.austlii.edu.au/>
 - <http://www.australia.gov.au/states-territories>
 - <http://www.act.gov.au>

- <http://www.nsw.gov.au>
- <http://www.nt.gov.au>
- <http://www.qld.gov.au>
- <http://www.sa.gov.au>
- <http://www.tas.gov.au>
- <http://www.vic.gov.au>
- <http://www.wa.gov.au>

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- analysis of responses to case studies and scenarios
- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- observation of demonstrated techniques to research components of the legal framework applicable to the candidate's workplace
- observation of presentations on applicable legislation
- review of documentation identifying consequences of non-compliance with legislation, regulations, organisational procedures, standards and/or codes of practice
- review of documentation outlining suspected or actual incidences of illegal conduct by self or others in the workplace
- oral or written questioning to assess knowledge of relevant general legal terminology.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- BSBRES403A Research legal processes
- other legal services administration units or general administration units.