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Equity Report

(November 2011)

by Jana Scomazzon relating to

14 Units of Competency and
9 qualifications in
FPI11 Forest and Forest Products
Training Package (Version 1)

Client

Lee-Anne Bowles
ForestWorks

Material reviewed

FPI11 (Version 1)

DEEWR Equity Panellist

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7 November 2011

Dear Lee-Anne

Thank you for the opportunity to provide an equity report in relation to the 14 units of competency and 9 qualifications that will form part of FPI11 Forest and Forest Products Training Package (Version 1), commissioned by you on behalf of ForestWorks.

I hereby confirm that the draft units of competency have met the agreed requirements for access and equity set out in Section 2 of the *Equity Report* enclosed.

Best regards



Jana Scomazzon

EQUITY REPORT FROM JANA SCOMAZZON

SECTION 1 DETAILS OF DRAFT TRAINING PACKAGE COMPONENTS

INFORMATION REQUIRED	DETAIL
Training Package title and code	FPI11 (Version 1)
Number of new or revised qualifications or total number if a whole Training Package review	<p>9 qualifications:</p> <ul style="list-style-type: none"> • FPI20111 Certificate II in Forest Growing and Management • FPI20211 Certificate II in Harvesting and Haulage • FPI20311 Certificate II in Sawmilling and Processing • FPI20411 Certificate II in Wood Panel Products • FPI30111 Certificate III in Forest Growing and Management • FPI30211 Certificate III in Harvesting and Haulage • FPI30311 Certificate III in Sawmilling and Processing • FPI30411 Certificate III in Wood Panel Products • FPI60111 Advanced Diploma of Forest Industry Sustainability
Number of new or revised units or total number if a whole Training Package review	<p>14 units of competency:</p> <ul style="list-style-type: none"> • FPICOT2236 Fall trees manually (basic) • FPICOT2240 Cut materials with a pole saw • FPICOT3255 Apply silvicultural principles • FPICOT3256 Apply biodiversity protection principles • FPICOT3257 Follow cultural heritage requirements • FPICOT3258 Comply with soil and water protection • FPICOT3259 Operate a four-wheel drive vehicle on unsealed roads • FPICOT3260 Recover four-wheel drive vehicles • FPIFGM3212 Fall trees manually (intermediate) • FPIFGM3213 Fall trees manually (advanced) • FPIFGM3214 Operate a four-wheel drive vehicle in a towing situation • FPIFGM3215 Perform complex four-wheel drive operations • FPIHAR3220 Harvest trees manually (intermediate) • FPIHAR3221 Harvest trees manually (advanced)
Sampling size of units	Sampling was not undertaken. This equity report relates to the material detailed above.

Summary of comments including a definitive statement on whether the draft endorsed components meet the requirements in Section 2

Project supporting documentation demonstrated consultation with a range of key stakeholders during the development process, including enterprises, unions, associations, registered training organisations and project-specific working groups.

Qualifications

The qualifications are accessible in terms of entry requirements, as entry may be gained to all the reviewed qualifications through progression from a lower level FPI qualification or recognition of existing industry experience or qualifications.

They comply with policy requirements that improve qualification flexibility by ensuring that at least a third of the total units for the qualifications are elective, and that a sixth of the electives may be chosen from outside the qualification, including by way of accredited courses. The choice of elective units from a level above and below each qualification is another positive feature of the qualifications, providing learners with further flexibility as well as opportunities to have other learning outcomes recognised.

Other than in the Advanced Diploma, there are no entry and exit pathway options provided in the qualification notes which are usually a helpful feature of a qualification. This information may well be available from a pathways diagram in the Training Package, but this reviewer did not see any Training Package content other than the units and qualifications.

Units

A range of matters was raised and addressed during the equity review and so the 14 units reviewed comply with access and equity requirements.

A pleasing feature of these units is the absence of prerequisite requirements. The only units of competency with prerequisites in the material reviewed are imported units in the qualifications (with the required inclusion of advice to this effect in the packaging rules).

The draft endorsed components meet the agreed requirements for access and equity set out in Section 2 below.

Person completing the Equity Report and organisation



Jana Scomazzon, LTG Pty Ltd

Date completed

7 November 2011

SECTION 2 EQUITY CHECKLIST OF DRAFT TRAINING PACKAGE COMPONENTS

EQUITY REQUIREMENTS	COMMENTS
Endorsed components of a Training Package must	... reflect contemporary work organisation
<p>1 Is there clear information on:</p> <ul style="list-style-type: none"> the nature of the workforce, including public and private sector, full and part time workers, permanent and casual staff, age breakdowns? the cultural diversity of the workforce and under-represented groups? 	<p>This review was of the units of competency and qualifications only. It did not include industry overview information.</p>
<p>2 Is there evidence that the consultation and validation processes included under-represented groups?</p>	<p>Documentation provided by ForestWorks indicated that the nature and scope of the consultation and validation processes were sufficiently adequate to represent the interests of under-represented groups.</p> <p>FPI11 V1 draft endorsed material was:</p> <ul style="list-style-type: none"> reviewed by the project technical advisory group published on the ForestWorks website distributed via mail alert to the National Training Provider Network made available on a project feedback register the subject of individual consultation (face-to-face and teleconference) with the STAs and state ITABs. <p>As far as the types of stakeholders consulted, this included:</p> <ul style="list-style-type: none"> national and state government departments, e.g. Department of Sustainability and Environment (VIC) and Department of Environment and Resource (QLD), Department of Conservation and Land (WA) unions, e.g. CFMEU Forestry and Furnishing Products Division state forestry ITABs, e.g. Forestry Tasmania, Forestry SA, Forests NSW, VicForests VIC employers, e.g. Dormit P/L (VIC), GMT Logging (QLD), Gunns (Tasmania) public training providers delivering FPI, e.g. East Gippsland TAFE (Forestech) VIC, Great Southern TAFE (WA) private training providers delivering FPI, e.g. Forest Industry Training Auswide Services Ltd NSW, Getabout Training Services (NSW), Timber Training Creswick VIC, LITA (SA) peak associations and councils, e.g. Forest Contractors Association Tasmania, Forest Industry Council NSW regulatory bodies, e.g. Forest Practices Authority Tasmania, Forest Products Commission WA, Train Safe NT Indigenous groups, e.g. Tiwi Island Training and Education Board (NT) not for profit industry organisations, e.g. Private Forestry Services Limited QLD.

EQUITY REQUIREMENTS	COMMENTS
Endorsed components of a Training Package must	... meet the diversity of individual and enterprise needs
3 Are the units of competency written clearly and concisely so that they can be correctly and consistently interpreted by users?	The units are generally clear however in the spirit of streamlining to come, they could be more concise.
4 Can the content of the units of competency easily be made culturally appropriate ?	Yes
5 Are the performance criteria inclusive of other concepts of 'organisation' or 'workplace'?	Yes
Endorsed components of a Training Package must	... support equitable access and progression of learners
6 If competency standards include stand-alone communication units, have they been developed for use at a range of qualification levels ?	N/A
7 Has the wording in the units of competency been written to ensure inclusivity of equity groups where possible?	Yes
8 Are the language, literacy and numeracy skills required to complete the workplace tasks described and appropriate for the qualification outcome ?	Yes
9 Does the language, literacy and numeracy content in the units of competency reflect the level of importance/centrality of those competencies to the workplace task?	Yes
10 Are the items specified in the Required Skills and Knowledge section clear <i>and</i> necessary to achieve the unit outcomes?	Yes
11 Are the performance criteria specific enough to convey meaning? <i>For example, references to 'as appropriate to the workplace' or 'in accordance with organisational requirements' can make a unit of competency vague and difficult to interpret.</i>	Yes

EQUITY REQUIREMENTS	COMMENTS
12 Do the units of competency make clear whether a person needs to read and comprehend workplace documentation or whether the issue is one of awareness of its existence relevant to the job role and where it can be sourced?	Yes
Endorsed components of a Training Package must	... support implementation across a range of settings
13 Are all the critical terms and phrases in the performance criteria (written in bold and italics) further defined in the range statement?	Yes
14 Does the range statement cater for reasonable adjustment by allowing for different work environments and situations that may affect performance?	Yes
Endorsed components of a Training Package must	... support sound assessment practice
15 Is the suggested Method of Assessment in the Evidence Guide an appropriate way to assess performance for the unit of competency? <i>For example, a written test or report would be inappropriate if the unit does not require any writing competence.</i>	Yes
16 Does the suggested Method of Assessment in the Evidence Guide provide flexibility suitable for equity groups, in particular Indigenous people, people with a disability, inclusive of gender and other cultures?	Yes