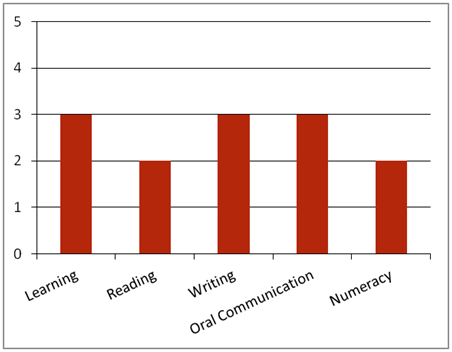
ACSF qualification summary for:

**FPI20111 Certificate II Forest Growing and Management**



Note: This graph provides summary information only. For detail, refer to the *ACSF Skill indicator* table below.

This qualification is designed for job roles in the forest growing and management sector of the forest and forest products industry.

**Key foundation skills for this qualification**

**Learning** skills to identify and prioritise work tasks; follow work plans; select and use appropriate equipment; identify and establish opportunities for professional development; identify and follow correct procedures and processes, including environmental care procedures; Identify environmental risks and hazards.

* Training activities in this area could support the delivery of FSKLRG05 *Use strategies to plan simple workplace activities*, *FSKLRG09 Use strategies to respond to routine work problems* or *FSKLRG11 Use routine strategies for work related learning*.

**Reading** skills to read and interpret work instructions; key information in OHS, environmental, legislative and organisational requirements; read signage; read and interpret procedures; MSDS, organisational forms and communications.

* Training activities in this area could support the delivery of *FSKRDG07 Read and respond to simple workplace information*, *FSKRDG06 Read and respond to routine simple informal workplace texts* or *FSKRDG05 Read and respond to simple workplace information.*

**Writing** skills to complete workplace forms, participate in workplace communication (such as email); record workplace information (such as breaches of regulations, meeting notes) using the appropriate forms.

* Training activities in this area could support the delivery of *FSKWTG06 Write simple workplace information* or *FSKWTG09 Write routine workplace texts.*

**Oral communication** skills to give and receive workplace instructions, clarify meaning of instructions with appropriate personnel; use communication equipment (such as radio, phone); provide verbal reports; report potential environmental risks and hazards; participate in meetings (make constructive contributions and respond appropriately to others); suggest improvements to work practices; seek feedback on work performance and competency development.

* Training activities in this area could support the delivery of *FSKOCM03 Participate in simple spoken interactions at work* or *FSKOCM07 Interact effectively with others at work.*

**Numeracy** skills to interpret work instructions that may include graphic information; access and interpret information located in MSDS, maps, charts; diagrams and sketches.

* Training activities in this area could support the delivery of *FSKNUM09 Identify, measure and estimate familiar quantities for work, FSKNUM11 Read and use familiar maps and plans and diagrams for work.*

**ACSF Skill indicators**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Core units** | | **Learning** | | **Reading** | | **Writing** | | **Oral Comm** | | **Numeracy** | | |
| FPICOR2201B | Work effectively in the forest and forest products industry | 2.01 | 2.02 | 2.03 | 2.04 | 2.05 | 2.06 | 3.07 | 3.08 | - | - | - |
| FPICOR2202B | Communicate and interact effectively in the workplace | 2.01 | 2.02 | 2.03 | 2.04 | 2.05 | 2.06 | 3.07 | 3.08 | 2.09 | 2.10 | - |
| FPICOR2203B | Follow environmental care procedures | 3.01 | 3.02 | 2.03 | 2.04 | 2.05 | 2.06 | 3.07 | 3.08 | - | - | - |
| FPICOR2204B | Follow fire prevention procedures | 3.01 | 3.02 | 2.03 | 2.04 | 3.05 | 3.06 | 2.07 | 2.08 | - | - | - |
| FPICOR2205B | Follow OHS policies and procedures | 3.01 | 3.02 | 2.03 | 2.04 | 3.05 | 3.06 | 3.07 | 3.08 | - | - | - |
| **Performance Variables**  Level 2 simple familiar texts and vocabulary with clear purpose; with support available if requested; a limited range of contexts; and limited steps in the work process.  Level 3 routine texts; working independently in a range of familiar contexts in tasks involving a number of steps in the work process.  Ratings may incorporate some tasks carried out at lower levels. | | | | | | | | | | | | |