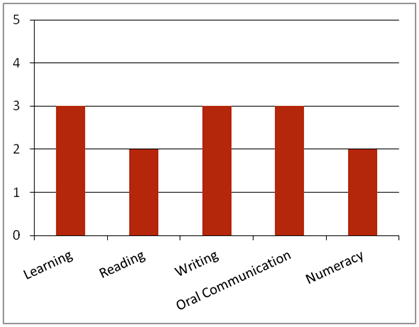
ACSF qualification summary for the core units of:

**FPI20511 Certificate II in Timber Manufactured Products**

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



This qualification has six employment pathways for operational environments in the forest and forest products industry, including:

* Grader
* Manufacturing Assistant (Timber Products)
* Saw Operator
* Timber Manufacturing Worker
* Timber Products Worker
* Timber Puller.

**Key foundation skills for this qualification**

**Learning** skills to identify and prioritise familiar work tasks; use simple organising methods to select and operate tools, equipment, personal protective equipment, and machinery appropriate to work task requirements; use simple strategies to visually inspect products and evaluate their characteristics; apply some prior knowledge to identify WHS issues, risks and potential hazards; follow incident, accident and emergency procedures; report breaches or potential breaches; with assistance, identify and establish opportunities for professional development.

* 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 identify key information in WHS, environmental, legislative and organisational requirements; interpret familiar and routine work orders, environmental care requirements, safe operating and quality workplace procedures, product specifications and manufacturer’s recommendations; and decode work signage and visual communications.

* Training activities in this area could support the delivery of *FSKRDG07 Read and respond to simple workplace information* or *FSKRDG05 Read and respond to simple workplace procedures.*

**Writing** skills to convey routine instructions using written documentation such as memos, SDSs, charts and plans; use familiar manual or computer-based formats to record breaches or potential breaches, operational requirements and quality and product care procedures; conduct reporting via email, written notes or completing simple workplace proformas or documents, such as hazard, accident or incident reports; complete routine records of emergency and evacuation procedures; and record learning and competency development information.

* 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 check legal and procedural requirements and own work role and responsibilities with relevant personnel; seek appropriate support, including mentoring, coaching and feedback on performance; consult appropriate personnel about opportunities for professional development; receive and respond to verbal instructions and conduct verbal reporting on routine matters such as breaches, potential breaches, risks, hazards, OHS issues, and emergency and evacuation procedures; apply visual communications; participate in simple meeting processes; and communicate with co-workers using language and mannerisms that are socially and culturally acceptable.

* 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 maintain and adjust machinery and equipment; monitor product recovery to minimise waste by maximising resource use; check product specifications, including industry standard cross sections and lengths; evaluate product density; access and interpret routine information such as delivery dockets, SDS, maps, sketches, work schedules and job risk assessments; use electronic and mechanical signals.

* 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 | - | - | - |
| FPICOR2205B | Follow OHS policies and procedures | 3.01 | 3.02 | 2.03 | 2.04 | 3.05 | 3.06 | 3.07 | 3.08 | - | - | - |
| FPIC0R2202B | 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 | - | - | - |
| FPICOR2207B | Maintain quality and product care | 2.01 | 2.02 | 2.03 | 2.04 | 2.05 | 2.06 | 2.07 | 2.08 | - | - | - |
| **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. | | | | | | | | | | | | |