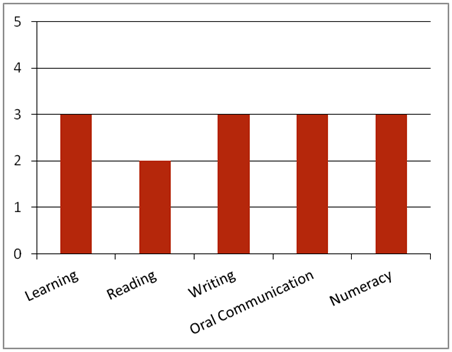
ACSF qualification summary for:

**FPI20711 Certificate II in Timber Truss and Frame Design and Manufacture**



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 timber truss and frame sector of the forest and forest products industry, such as Production Assistant (Timber Truss & Frame).

**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; apply some prior knowledge to identify OHS issues, risks, potential hazards and timber defects; use simple strategies to visually inspect products and evaluate their characteristics; plan and organise visual assessment processes; monitor onsite movement of materials; resolve undesirable timber characteristics and work flow problems; follow incident, accidents and emergency procedures; report breaches or potential breaches; and 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 OHS, 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*, *FSKRDG06 Read and respond to routine simple informal workplace texts* or *FSKRDG05 Read and respond to simple workplace information.*

**Writing** skills to convey routine instructions using communication modes such as memos, MSDS, charts and plans; use familiar manual or computer-based formats to record breaches or potential breaches, timber issues, assessment outcomes, distribution problems, drying and treatment requirements and quality and product care procedures; conduct reporting via email or written note; complete simple workplace proformas or documents, such as hazard, accident or incident reports; record familiar equipment and hand held tool faults; produce 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; 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; 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 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; check product specifications, including industry standard cross sections and lengths; monitor product recovery to minimise waste by maximising resource use; estimate time required to complete work tasks; measure, estimate and record size of undesirable timber characteristics, such as strength, density and durability; evaluate product density; access and interpret routine information such as delivery dockets, MSDS, maps, work schedules, job risk assessments and work orders that can include information on size, length, angle, quantity and grade of timber; use electronic and mechanical signal to apply visual communications; and interpret information found in graphical instructions, charts, hand drawings, maps, diagrams, sketches and graphics.

* Training activities in this area could support the delivery of *FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work, FSKNUM15 Estimate, measure and calculate with routine metric measurements 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 | - | - | - |
| FPICOT2235A | Assess timber for manufacturing potential | 2.01 | 2.02 | 2.03 | 2.04 | 2.05 | 2.06 | 2.07 | 2.08 | 2.09 | 3.10 | 2.11 |
| FPICOT2219B | Use hand-held tools | 2.01 | 2.02 | 2.03 | 2.04 | 2.05 | 2.06 | 2.07 | 2.08 | 2.09 | 2.10 | - |
| **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. | | | | | | | | | | | | |