ACSF qualification summary for core units of:

**FPI30111 Certificate III in 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 operational 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; select and use appropriate equipment; identify and establish opportunities for professional development; identify and follow correct procedures and processes; organise duties, equipment and materials according to SHE requirements; propose and provide changes to work processes; and evaluate, monitor and control fire 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 identify key WHS information in environmental, legislative and organisational requirements; interpret work instructions; access and interpret information from a range of sources, including signage, SDSs, company procedures, charts and plans, checklists, bulletins and weather condition reports.

* Training activities in this area could support the delivery of *FSKRDG07 Read and respond to simple workplace information*, *FSKRDG09 Read and respond to routine standard operating procedures* or *FSKRDG10 Read and respond to routine workplace information.*

**Writing** skills to record learning and competency development information; convey instructions using communication modes such as email and fax; complete incident reports, environmental reports, risk assessments, hazard checklists and SHE reports; note meetings goals and outcomes; use email, write notes and complete simple workplace proformas or documents.

* 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 clarify legal and procedural requirements, clarify own work role and responsibilities with appropriate personnel; seek feedback on performance and appropriate support and mentoring; receive, respond to and convey instructions accurately; conduct verbal reporting; participate in meeting processes; communicate with co-workers using language and mannerisms that are socially and culturally acceptable; and report potential fires, hazards and SHE issues.

* 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 access and interpret delivery dockets, graphic instructions, charts, SDSs, maps, diagrams, work schedules and job risk assessments; apply visual communications using electronic and mechanical signals; estimate, measure and calculate time required to complete tasks; and inspect weather reports for changing temperatures and conditions.

* 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**

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| --- | --- | --- | --- | --- | --- |
| **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 | - |
| FPICOR3201B | Implement safety, health and environment policies and procedures | 3.01 | 3.02 | 3.03 | 3.04 | 3.05 | 3.06 | 3.07 | 3.08 | 2.09 | 2.10 | 2.11 |
| FPICOR3203B | Evaluate fire potential and prevention | 3.01 | 3.02 | 2.03 | 2.04 | 3.05 | 3.06 | 2.07 | 2.08 | 2.09 | 2.10 | 2.11 |
| **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. |