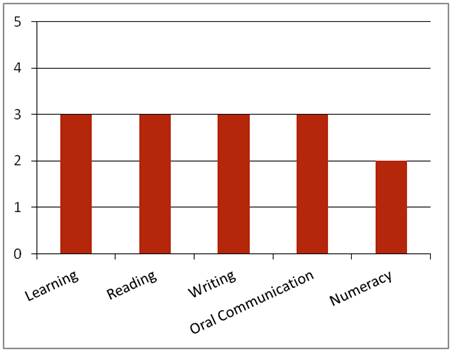
ACSF qualification summary for:

**FPI30311 Certificate III in Sawmilling and Processing**



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 sawmilling and processing sector of the forest and forest products industry. Employment pathways for typical operational environments of sawmilling and processing are:

• Benchman

• Chipper Operator

• Head Rig Operator

• Kiln Operator

• Machine Operator (e.g. Finger Jointing, Moulding, Planing)

• Production Technician

• Sawmilling Technician

• Sawyer

• Timber Grader

• Timber Products Technician

• Treatment Plant Operator.

**Key foundation skills for this qualification**

**Learning** skills to identify and prioritise work tasks; select and use appropriate equipment; organise duties, equipment and materials according to SHE requirements; carry out workplace procedures to company requirements; maintain machinery and equipment; assess and rectify familiar material and production problems; evaluate, monitor and control fire risks and hazards; propose and provide changes to work processes; minimise waste through planning; identify and follow correct procedures and processes for meetings; and 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 work orders, signage and visual communication; access and interpret information from a range of sources, including company procedures, checklists, instructions and bulletins; identify and apply customer product specifications and requirements; and inspect weather condition reports.

* 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 instructions using communication modes such as email, fax and internet; respond to verbal and written instructions using memos, MSDS, charts and plans; complete incident reports, environmental, hazards and SHE reports; record and report quality and product care procedures; note meetings goals and outcomes; 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, own work role and responsibilities with appropriate personnel; receive, respond to and convey instructions accurately; conduct verbal reporting; report potential fires, hazards and SHE issues; participate in simple meeting processes; seek feedback on performance and appropriate support and mentoring; communicate with co-workers using language and mannerisms that are socially and culturally acceptable; and apply visual communications.

* 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, graphical instructions, charts, MSDS, 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**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 | - | - | - |
| 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 | - |
| 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 |
| FPICOR3202B | Conduct quality and product care procedures | 2.01 | 2.02 | 2.03 | 2.04 | 2.05 | 2.06 | 2.07 | 2.08 | 2.09 | 2.10 | - |
| 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. | | | | | | | | | | | | |