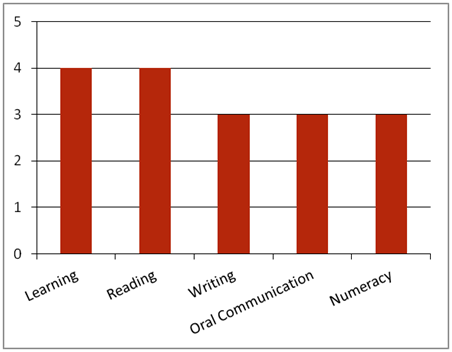
ACSF qualification summary for:

**FPI40111 Certificate IV in Forest Operations**



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

This qualification has eight employment pathways for typical forest operations environments, including:

• Arboriculture Supervisor

• Farm Forestry Supervisor

• Forestry Supervisor

• Forestry Operations Supervisor

• Harvesting Supervisor

• Harvesting Team Leader

• Propagation and Stand Health Supervisor

• Tree Farm Supervisor.

**Key foundation skills for this qualification**

**Learning** skills to identify and prioritise work tasks; monitor and control workplace hazards and risks, including fire hazards; evaluate and respond to fires; monitor training and operational controls; plan and monitor evacuation procedures; review organisational plans and site practices for areas of improvement; develop new systems to increase effectiveness; implement new work practices to improve SHE concerns; apply, monitor and coordinate quality system procedures to work; monitor and direct material grading.

* Training activities in this area could support the delivery of *FSKLRG12 Apply strategies and manage complex workplace tasks or FSKLRG13 Apply strategies to respond to complex workplace problems.*

**Reading** skills to identify, interpret and follow relevant OHS, environmental, legislative and organisational requirements relevant to the job role; analyse forestry operation requirements; check SHE or incident reports; inspect weather conditions; examine and interpret environmental management systems that detail compliance, improvement and prevention; review operational plan.

* Training activities in this area could support the delivery of *FSKRDG11 Read and respond to complex workplace information.*

**Writing** skills to record and report quality and product care procedures and product specifications and equipment and machinery; record and report workplace information; report potential fires; record community and organisation environmental goals; record recommendations for improvements; record forestry operation procedures; record SHE procedures.

* 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 establish and maintain communication with others using verbal and nonverbal language, constructive feedback, control of voice and appropriate language; report hazards and concerns; make suggestions to appropriate personnel about possible improvements required; consult with appropriate personnel to introduce change; report forestry operations which may include information on OHS policies, quality outcomes and technology requirements; report potential fires to relevant personnel: report quality and product care procedures; report machinery and equipment maintenance requirements.

* 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 estimate, measure and calculate time required to complete tasks; monitor machinery and equipment; check product specifications; inspect weather reports for change in temperatures and conditions; review operational plans and site practices in relation to energy consumption, carbon emissions ad material consumption; assess impact of improvements on the environment; monitor and record community and organisational environmental goals, including use of materials, energy and other resources, emissions control and reduction, waste generation, control and reduction; conduct progress reviews and assess environmental impact including magnitude or degree, frequency, likelihood, duration and geographic area.

* 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** | | |
| 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 |
| FPICOR4201B | Monitor safety, health and environment policies and procedures | 4.01 | 4.02 | 4.03 | 4.04 | 3.05 | 3.06 | 3.07 | 3.08 | 3.09 | 3.10 | 3.11 |
| FPICOR4202B | Monitor and review forestry operations | 4.01 | 4.02 | 4.03 | 4.04 | 3.05 | 3.06 | 3.07 | 3.08 | 3.09 | 3.10 | - |
| FPICOR4203B | Monitor quality and product care procedures | 3.01 | 3.02 | 2.03 | 2.04 | 2.05 | 2.06 | 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. | | | | | | | | | | | | |