ACSF qualification summary for:

**FPI40211 Certificate IV in Timber Processing**

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

This qualification has seven employment pathways for typical operational environments of timber processing, including:

• Customer Service Manager (Wholesale)

• Sawmill Supervisor

• Production Supervisor

• Treatment Plant Supervisor

• Timber Advisor Supervisor

• Timber Manufacturing Supervisor

• Timber Supervisor (Wholesale).

**Key foundation skills for this qualification**

**Learning** skills to monitor and assess workplace hazards, SHE issues and risks; analyse work practices and processes to identify areas for improvement; determine and implement changes to work practices and processes to improve SHE concerns; monitor emergency and evacuation procedures; monitor community and organisational environmental goals, training and operational controls and environmental measures; conduct progress reviews to assess impact on the environment; identify and rectify problems and equipment faults; apply, monitor and coordinate quality system procedures to work; check and coordinate product specifications; 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 and follow relevant OHS, SHE, environmental, legislative and organisational requirements and policies related to the role; check SHE or incident reports; interpret environmental management systems that detail compliance, improvement and prevention.

* 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 SHE procedures; record community and organisational environmental goals.

* 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 by using verbal and non-verbal language, constructive feedback, control of tone of voice, culturally and socially appropriate language; report hazards, SHE issues and concerns to appropriate personnel; make suggestions to appropriate personnel about lessons learnt and changes required; report quality and product care procedures, report machinery and equipment maintenance.

* 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 and measure, calculate time required to complete task; monitor machinery and equipment; check product specifications; monitor and record community and organisational goals which include material, energy and other resource use, 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**

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| --- | --- | --- | --- | --- | --- |
| **Core units** | **Learning** | **Reading** | **Writing** | **Oral Comm** | **Numeracy** |
| 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 |
| 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. |