



**Australian Government**

**Assessment Requirements for  
FWPWPP3206 Laminate and veneer board  
surfaces**

**Release: 1**

# Assessment Requirements for FWPWPP3206 Laminate and veneer board surfaces

## Modification History

Release	Comment
1	<p>Replaces equivalent unit FPIWPP3206B Laminate and veneer board surfaces, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.</p> <p>Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including Required Skills and Knowledge, Evidence Guide and Range Statement.</p>

## Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- laminate boards in line with individual work orders prescribing different laminating thicknesses and quantities of boards; types of board must include one or more of the following:
  - medium density fibreboard
  - chipboard
  - fibreboard
  - plywood
- across those jobs, apply the following types of laminating material:
  - laminate
  - veneer
- after each of the above jobs, strip and clean the laminate and veneer bonding machine.

## Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- environmental protection practices for forest products factory settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing boards

- disposing of hazardous substances
- typical flow of material supply in and out of the board laminating area
- properties, at a basic level of understanding, of laminating materials and their uses for different types of boards:
  - laminate
  - veneer
- characteristics of board types and the effects of lamination:
  - medium density fibreboard
  - chipboard
  - fibreboard
  - plywood
- typical work flow processes techniques used to laminate and veneer boards:
  - applying laminating material and veneer
  - spreading glue
  - heat rolling material to boards
- purpose, features and operation of equipment used to laminate and veneer board surfaces:
- laminate and veneer bonding machines
- glue spreading stations
- heat rollers
- methods used to strip and clean laminate and veneer bonding machines
- organisational procedures specific to laminating and veneering board surfaces:
  - workplace health and safety with particular emphasis on equipment lock out, use of personal protective equipment and handling hazardous substances
  - communication reporting lines
  - recording and reporting production outcomes, equipment faults and maintenance requirements.

## Assessment Conditions

The following resources must be made available:

- laminate and veneer bonding machines
- glue spreading stations
- heat rollers
- maintenance tools and equipment
- personal protective equipment suitable for laminating and veneering board surfaces
- commercial boards including:
  - medium density fibreboard
  - chipboard
  - fibreboard
  - plywood
- laminating material:

- laminate
- veneer
- glue
- manufacturers' instructions for use and cleaning of equipment
- work order with specific instructions for laminating and veneering board surfaces
- template documents for recording production outcomes, equipment faults and maintenance requirements
- relevant personnel for the purposes of communicating information
- organisational procedures for laminating and veneering board surfaces.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

### **Assessor requirements**

Assessors must:

- hold the appropriate assessor competency standards as outlined in regulations; and
- be able to demonstrate vocational competencies at least to the level being assessed; and
- be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency and assessor competence.

### **Links**

Companion Volume implementation guides are found in VETNet -

<https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47>