



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **FPICOT3237B Produce templates**

**Release: 1**

## **FPICOT3237B Produce templates**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Unit descriptor**

This unit describes the outcomes required to develop and produce templates to suit various production activities associated with static machines and computer numerically controlled (CNC) equipment

General workplace legislative and regulatory requirements apply to this unit; however there are no specific licensing or certification requirements at the time of publication

This unit replaces FPICOT3237A Produce templates

### **Application of the Unit**

#### **Application of the unit**

The unit involves producing templates in a forest products factory setting

The skills and knowledge required for competent workplace performance are to be used within the scope of the person's job and authority

### **Licensing/Regulatory Information**

Refer to Unit Descriptor

### **Pre-Requisites**

Not Applicable

## **Employability Skills Information**

**Employability skills**      This unit contains employability skills

## **Elements and Performance Criteria Pre-Content**

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for production	<p>1.1. Applicable <i>occupational health and safety</i> (OHS), <i>environmental</i>, <i>legislative</i> and <i>organisational requirements</i> relevant to producing templates are identified and followed</p> <p>1.2. <i>Work order</i> is reviewed and clarified with <i>appropriate personnel</i></p> <p>1.3. Type and quantity of <i>templates</i> to be <i>produced</i> are identified and <i>materials</i> are obtained</p> <p>1.4. <i>Equipment</i> is selected appropriate to work requirements and checked for operational effectiveness in line with manufacturer recommendations</p> <p>1.5. Template production process is planned in line with site procedures and environmental requirements</p> <p>1.6. <i>Communication</i> with others is established and maintained in line with OHS requirements</p>
2. Plan template production	<p>2.1. Material for template is selected for appropriate size and <i>characteristics</i></p> <p>2.2. Drawings and related specifications are interpreted in line with template requirements and equipment application</p> <p>2.3. Dimensions are measured and plotted, maintaining correct angles, arcs and curves</p> <p>2.4. Visual inspection and measurements are made to check template dimensions and shape against drawings and specifications</p>
3. Produce templates	<p>3.1. Template is constructed using <i>hardware</i> that will not affect operation or use</p> <p>3.2. Template <i>patterns</i> are dated and signed, and notations are made regarding their use</p> <p>3.3. Rejected templates and off-cuts are <i>disposed of</i> in line with site procedures and environmental requirements</p> <p>3.4. Plans are stored in line with workplace procedures</p> <p>3.5. Template production process and equipment faults are <i>recorded and reported</i> to the appropriate personnel</p>

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### Required skills

- Technical skills sufficient to use and maintain relevant tools, machinery and equipment; efficiently and safely produce templates
- Communication skills sufficient to use appropriate communication and interpersonal techniques with colleagues and others
- Literacy skills sufficient to record and report workplace information; maintain documentation
- Numeracy skills sufficient to measure, estimate and calculate time required to complete a task
- Problem solving skills sufficient to identify problems and equipment faults; demonstrate appropriate response procedures

#### Required knowledge

- Applicable commonwealth, state or territory legislation, regulations, standards, codes of practice and established safe practices relevant to the full range of processes for producing templates
- Environmental protection requirements, including the safe disposal of waste material
- Organisational and site standards, requirements, policies and procedures for producing templates
- Environmental risks and hazards
- Using material effectively and efficiently
- Characteristics of timber and timber defects
- Templates and their use
- Assembly sequences and dimensions
- Assembly componentry and construction standards
- Established communication channels and protocols
- Problem identification and resolution strategies, and common fault finding techniques
- Types of tools and equipment, and procedures for their safe use and maintenance
- Appropriate mathematical procedures for estimating and measuring, including calculating time to complete tasks
- Procedures for recording and reporting workplace information

# Evidence Guide

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### Overview of assessment

A person who demonstrates competency in this unit must be able to provide evidence that they can safely and efficiently produce templates according to organisational requirements

### Critical aspects for assessment and evidence required to demonstrate competency in this unit

The evidence required to demonstrate competency in this unit must be relevant to, and satisfy, all of the requirements of the elements of this unit and include demonstration of:

- following applicable commonwealth, state or territory legislative and regulatory requirements and codes of practice relevant to producing templates
- following organisational policies and procedures relevant to producing templates
- producing templates in line with the work order and product requirements

### Context of and specific resources for assessment

- Competency is to be assessed in the workplace or realistically simulated workplace
- Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
- Assessment of required knowledge, other than confirmatory questions, will usually be conducted in an off-site context
- Assessment is to follow relevant regulatory or Australian Standards requirements
- The following resources should be made available:
  - workplace location or simulated workplace
  - materials and equipment relevant to undertaking work applicable to this unit
  - specifications and work instructions

### Method of assessment

- Assessment must satisfy the endorsed Assessment Guidelines of the FPI11 Training Package
- Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of required knowledge
- Assessment must be by direct observation of tasks,

## EVIDENCE GUIDE

with questioning on required knowledge and it must also reinforce the integration of employability skills

- Assessment methods must confirm the ability to access and correctly interpret and apply the required knowledge
- Assessment may be applied under project-related conditions (real or simulated) and require evidence of process
- Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances
- Assessment may be in conjunction with assessment of other units of competency
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language backgrounds other than English
- Where the participant has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

#### **OHS requirements:**

are to be in line with applicable commonwealth, state or territory legislation and regulations, and organisational safety policies and procedures, and may include:

- personal protective equipment and clothing
- safety equipment

## RANGE STATEMENT

- first aid equipment
- fire fighting equipment
- hazard and risk control
- fatigue management
- elimination of hazardous materials and substances
- safe forest practices, including required actions relating to forest fire
- manual handling including shifting, lifting and carrying
- legislation
- organisational policies and procedures
- workplace practices

### **Environmental requirements may include:**

### **Legislative requirements:**

are to be in line with applicable commonwealth, state or territory legislation, regulations, certification requirements and codes of practice and may include:

- award and enterprise agreements
- industrial relations
- Australian Standards
- confidentiality and privacy
- OHS
- the environment
- equal opportunity
- anti-discrimination
- relevant industry codes of practice
- duty of care

### **Organisational requirements may include:**

- legal
- organisational and site guidelines
- policies and procedures relating to own role and responsibility
- quality assurance
- procedural manuals
- quality and continuous improvement processes and standards
- OHS, emergency and evacuation procedures
- ethical standards
- recording and reporting requirements
- equipment use, maintenance and storage requirements
- environmental management requirements



## RANGE STATEMENT

(waste minimisation and disposal, recycling and re-use guidelines)

**Work order** is to include:

- instructions for the production of templates for the work site

and may include:

- type
- size
- length
- angle
- quantity
- instructions for the environmental monitoring of work and procedures
- environmental care requirements relevant to the work

**Appropriate personnel** may include:

- supervisors
- suppliers
- clients
- colleagues
- managers

**Templates** may include:

- devices that assist with the operation of a piece of equipment (CNC or static) to produce shaped, tapered or moulded products

**Production** may include:

- using plans, dimensions and patterns to produce templates with timber or timber products using adhesives and hardware, made as a proforma which allows the desired shape, taper or mould to be achieved

**Material** may include:

- native timber species
- imported timber species
- dressed timber
- medium density fibreboard
- laminated veneer
- chipboard
- fibreboard
- other manufactured board products and hardware products

**Equipment** may include:

- measuring equipment
- patterns
- assembly equipment

**Communication** may include:

- verbal and non-verbal language

## RANGE STATEMENT

- constructive feedback
  - active listening
  - questioning to clarify and confirm understanding
  - use of positive, confident and cooperative language
  - use of language and concepts appropriate to individual social and cultural differences
  - control of tone of voice
- Characteristics** may include:
- strength
  - direction of grain
  - hardness
  - wear
  - flexibility
- Hardware** may include:
- nails or screws placed so that they cannot be struck by cutters, or hit or bump the operating parts of the equipment in a way that would affect the outcome of the product
- Patterns** may include:
- flat metal patterns cut to a shape matching the product requirements
  - ply patterns cut to a shape matching the product requirements
- Disposing of** may include:
- recycling rejected templates and off-cuts
  - re-using rejected templates and off-cuts
  - redirecting rejected templates and off-cuts for energy recovery
- Records and reports** may include:
- product type and size
  - inspection information
  - grading and labelling outcomes
  - storage locations
  - quality outcomes
  - hazards
  - incidents
  - equipment malfunctions
- and may be:
- manual
  - a computer-based system
  - other appropriate organisational communication system

## **Unit Sector(s)**

Not Applicable

## **Competency field**

**Competency field**            Common Technical