



Australian Government

**FWPCOT3240 Grade heavy
structural/engineered products**

Release: 1

FWPCOT3240 Grade heavy structural/engineered products

Modification History

Release	Comment
1	Replaces equivalent unit FPICOT3240B Grade heavy structural/engineered products, 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.

Application

This unit of competency describes the outcomes required to visually assess material characteristics and defects for classification into various strength and appearance grades. Materials can be sleepers, crossings, mine guides, piles, posts and other heavy structural or engineered products.

The unit applies to those who grade heavy structural and/or engineered products in a forest environment setting

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Harvesting and Haulage

Forest Growing and Management

Sawmilling and Processing

Elements and Performance Criteria

<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.</i>
1. Prepare for grading	1.1 Review work order and where required check with appropriate personnel. 1.2 Select appropriate personal protective equipment and check for

	<p>operational effectiveness.</p> <p>1.3 Obtain type and quantity of material to be graded from storage location.</p> <p>1.4 Plan grading process in line with work order.</p>
2. Grade heavy structural or engineered products	<p>2.1 Identify requirements for storage and subsequent processing of materials.</p> <p>2.2 Assess characteristics and defects of each timber piece against industry standards for grade type.</p> <p>2.3 Measure and record moisture content.</p> <p>2.4 Mark defects for docking clearly, in line with organisational procedures.</p> <p>2.5 Mark timber and sort according to grade classification, using clearly identifiable markers or stickers.</p>
3. Distribute material	<p>3.1 Label storage locations and direct material to storage or processing operations in line with organisational procedures.</p> <p>3.2 Reject sub-standard materials; dispose of or recycle in line with environmental protection practices.</p> <p>3.3 Monitor on-site movement of material to achieve intended flow.</p> <p>3.4 Record assessment outcomes and distribution problems and report to appropriate personnel.</p>

Foundation Skills

This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.

Numeracy skills to:	<ul style="list-style-type: none"> • identify quantities of assessable material within work orders and count numbers • measure size of undesirable timber characteristics • complete routine assessment records involving numerical grades, dimensions and quantities.
Oral communication skills to:	<ul style="list-style-type: none"> • ask questions and actively listen to clarify content of work orders.
Reading skills to:	<ul style="list-style-type: none"> • interpret: <ul style="list-style-type: none"> • workplace health and safety and other organisational procedures • work orders • industry grading standards.

Writing skills to:	<ul style="list-style-type: none">• produce basic clear labels for timber identification• complete accurate basic reports on assessment outcomes.
Problem-solving skills to:	<ul style="list-style-type: none">• recognise undesirable timber characteristics and assess as unfit for specified purpose• identify and dispose of or recycle defective materials.

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3240B Grade heavy structural/engineered products

Links

Companion Volume implementation guides are found in VETNet -

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