



Australian Government

Assessment Requirements for FWPSAW2202 Sort boards manually

Release: 1

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Modification History

Release	Comment
1	Replaces equivalent unit FPISAW2202B Sort boards manually, 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. 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.

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:

- follow organisational policies and procedures relevant to sorting boards manually
- conduct manual sorting in readiness for allocation of boards to storage or downstream operations
- using transfer sorting equipment to distribute boards

Knowledge Evidence

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

- sorting techniques and procedures
- grading markings and quality standards
- storage systems and labelling
- environmental protection practices for forest products factory settings:
 - disposing of, recycling and reusing timber
 - safe disposal of waste material
 - minimising carbon emissions
 - cleaning of plant, tools and equipment
- range of characteristics used to manually sort timber boards including:
 - type
 - finish quality

- timber defects
- length
- width
- thickness
- range of industry-standard timber types and visual characteristics including:
 - native timber species
 - imported timber species
 - dressed timber
 - in-the-rough timber
 - stress and non-stress graded timber
 - preservative treated timber
- typical timber defects and how they affect ability to produce a quality finished product including:
 - incorrect moisture content
 - warp
 - wane
 - cupping
 - shakes
 - insect defects
 - knots
 - resin pockets
- range of industry standard lengths, cross sections, appearance grades and applicable terminology
- markings used on timber boards to identify grade
- typical work flow processes used to manually sort boards
- typical flow of timber board supply in and out of the sorting area
- typical industry and organisation specific storage layout and typical storage categories for timber boards
- methods to label timber in storage locations and common terms used
- purpose, features and operation of equipment used for sorting boards manually:
 - conveyor belt systems
 - track systems
 - different types of lifting equipment including:
 - fork lifts
 - slings
 - trolley jacks
 - gantry cranes
 - loaders
- organisational procedures specific to sorting boards manually:
 - workplace health and safety with particular emphasis use of personal protective and other equipment

- communication reporting lines
- recording and reporting processing and equipment faults.

Assessment Conditions

The following resources must be made available:

- organisational policies and procedures for sorting boards manually
- a selection of boards for sorting
- conveyors and transfer equipment
- lifting equipment including:
 - fork lifts
 - slings
 - trolley jacks
 - gantry cranes
 - loaders
- storage racks and bins
- personal protective equipment suitable for sorting boards manually
- manufacturers' instructions and recommendations for use of equipment
- work order with specific instructions for board sorting requirements
- template documents for recording processing and equipment faults and labelling storage locations

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