



FPICOT2216B Visually stress grade softwood



ASSESSMENT PLAN AND RECORD SHEET

A. Candidate details

Last Name _____ First Name _____ DOB ____ - ____ -19

Telephone _____ Mobile _____

Email _____

Address _____ State _____ P/C _____

B. Employer details

Company _____ Address _____

Contact _____ Ph No. _____

C. Assessor details

Name _____ Organisation _____

D. Assessment Context (tick the appropriate boxes or add details as required)

Location/Conditions		Machinery/Technology		Materials	
<i>Type of operation:</i>		<i>Moisture meters</i>		<i>Board types</i>	
			Resistance		Seasoned
			Capacitance		Unseasoned
					As-sawn
					Dressed
<i>Records</i>					Other (please specify)
	Production				
	Quality	<i>Other equipment</i>			
	Maintenance		Vernier callipers		
	Tally sheets		Tape measure		<i>Softwood species:</i>
			Marking implement		
			Other (please specify)		

E. Assessment Results

Assessment Start Date _____ Assessment Finish Date _____

Outcome of Assessment (Tick) **COMPETENT** **NOT YET COMPETENT**

Comments/feedback to clarify assessment process and result, including further skill development if required:

F. Candidate Comments

G. Candidate Agreement

I agree that I was ready for assessment, and that the assessment process as explained to me has been followed. I have received a copy of this recording tool and the assessor has explained their decision. I also agree that this tool can be used by the Industry or RTO as evidence of competence.

Candidate signature _____ Date _____

Assessor signature _____ Date _____

STANDARD ASSESSOR GUIDELINES

General Instructions

- Candidate information and preparation
Assessors must confirm that the candidate is ready for assessment prior to commencing the process. The assessment process (including the purpose of the assessment, evidence collection, right to appeal and any special needs) must be explained to the candidate, who should sign in acknowledgement.
- Complete all relevant details in the Assessment Plan and Record Cover Sheet
- Conduct the assessment using the **Recording Tools provided**

1. Pre-Assessment

- Confirm assessment arrangements with candidate and employer/supervisor.
- Assist the candidate to gather evidence for all elements/performance criteria prior to sign-off.
- Arrange with the candidate/employer a suitable location with all required materials and equipment and confirm prior to assessment. Equipment must be safe, well-maintained and meet Australian Standards.

2. Safety Instructions

- Candidates must use all required PPE and observe safety procedures at all times.



The assessment should cease if, in the opinion of the assessor, the candidate's actions or changing circumstances or conditions on site, put themselves or co-workers at risk of injury or are likely to damage equipment/materials.

3. Legislative/Enterprise Requirements

- Ensure that all relevant health, safety and environment practices are followed, that any site-specific requirements are met and that relevant regulations and/or standards are adhered to.

4. Gathering Evidence

- **Gather at least three (3) types of evidence to confirm competence.**
Assess whether candidate performance and evidence supplied against each criteria is COMPETENT (C) or NOT YET COMPETENT (NYC). **All elements and critical aspects of evidence from the unit of competence must be assessed, even if not applicable to the candidate's current workplace or job role.**
- Demonstration/observation Assessment Tool: use this tool to assess competence in skills and task performance. The assessment should take place in the workplace under normal operating conditions or under conditions that accurately simulate a realistic workplace. Assessors must ensure these requirements are met. One observation may not be sufficient to confirm competence.
- Questions Assessment Tool: use this tool to provide a framework for developing questions to test required knowledge. Develop questions to meet the individual work context requirements of the candidate. Retain a copy of questions asked and candidate answers with this assessment plan.
- Confirmation of Consistent Competence Assessment Tool: use this tool to record the source(s) of additional evidence gathered to *confirm the candidate's ability to consistently perform the task to the required standard*. Verification by a third party expert is the preferred third form of evidence, however assessors may also be guided by workplace documents, log books or other records that provide evidence of competence over time. Include copies of additional evidence documents where appropriate.

5. Recording the Decision

- Complete the assessment tool to indicate whether the candidate is COMPETENT or NOT YET COMPETENT. If the candidate is judged to be *Not Yet Competent* clearly indicate the reasons why, and identify any training or further practise needs if relevant.

ASSESSMENT PLAN SUMMARY

Suggested pre-requisites/co-requisites for this unit of competency: (heading6)

Assessors should confirm that there is evidence of competency in any mandatory pre-requisites.

Verified as completed (✓)	Code & Unit

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What will be assessed?

The elements of competence to be assessed are:

- | | |
|---|----------------------------|
| 1 | Prepare for stress-grading |
| 2 | Evaluate softwood |
| 3 | Grade softwood |

What assessment methods will be used?

- Demonstration/observation to determine competence against critical and specific aspects, elements and required skills as listed.
- Questions to check required knowledge.
- Use of additional evidence to confirm consistent competence, such as a third party report or alternatively a log book, site production records or similar work records, or product samples or a portfolio of the candidate's work.

What resources may be required?

- Tape measure
- Selection of softwood timbers as appropriate to the workplace in section thickness of 35mm minimum
- Moisture meter (resistance or capacitance type)
- Marking tools
- Site documents
- Personal protective equipment
- First aid equipment

Are there any special conditions for the assessment?

- None.

NOTE: This assessment plan outlines the **minimum standard** endorsed by industry. The plan can be modified to meet local needs and/or needs of the candidate, including where assessment is part of on-going training, as long as the integrity of the assessment is maintained.

ASSESSMENT TOOL: DEMONSTRATION/OBSERVATION RECORD

Instructions:

Provide the candidate with work instructions and equipment required to visually stress grade softwood to test material for strength and durability against set classifications.

Assessor must ensure the candidate grades a minimum of 50 pieces of a sufficient range of variables (grade, product type, wood features etc). Candidates must achieve a minimum practical grading accuracy of 95% to maintain consistency with industry grading standards.

Critical and Specific Evidence Requirements:

Indicate whether the candidate's performance was competent (C) or not yet competent (NYC) by ticking the appropriate box.

C	NYC	Candidate demonstrates the ability to:
<input type="checkbox"/>	<input type="checkbox"/>	Follow applicable Commonwealth, State or Territory legislative and regulatory requirements and codes of practice including OHS, environmental and organisational policies and procedures relevant to visually stress grading softwood.
<input type="checkbox"/>	<input type="checkbox"/>	Communicate effectively and work safely with others in the work area.
<input type="checkbox"/>	<input type="checkbox"/>	Prepare for grading including accurate interpretation of grading requirements.
<input type="checkbox"/>	<input type="checkbox"/>	Stress grade softwood in readiness for storage or processing.
<input type="checkbox"/>	<input type="checkbox"/>	Interpret and apply the Australian Standard that applies to this unit: AS 2858-2008: Timber - Softwood - Visually graded for structural purposes.
<input type="checkbox"/>	<input type="checkbox"/>	If the candidate will be working or selling timber into Queensland or New South Wales, interpret and apply the Queensland Timber Utilization and Marketing Act and the New South Wales Timber Marketing Act.

Unit Performance Criteria:

Indicate whether the candidate's overall performance for each element was competent (C) or not yet competent (NYC) and tick the appropriate box for each performance criteria observed. Circle the observed acceptable behaviours listed to document the exact circumstances of this assessment.

C	NYC	
<input type="checkbox"/>	<input type="checkbox"/>	Element 1: Prepare for stress-grading
	1.1	<input type="checkbox"/> The candidate verified and followed the following OHS requirements relevant to Visually Stress grading softwood: COP manual handling, COP sawmills, MSDS sheets, SOP;s/SWMS for the site (must comply with all applicable)
	1.2	<input type="checkbox"/> The candidate identified which timber to stress grade from: WORK ORDER, PRODUCTION FLOW, SUPERVISOR DISCUSSIONS SECTION SIZE' OTHER correctly identifies which timber to grade
	1.3	<input type="checkbox"/> The candidate accessed and identified grading requirements via SITE PROCEDURES, AUSTRALIAN STANDARDS, SPECIFICATIONS, SUPERVISOR INSTRUCTIONS, GRADING CARDS, OTHER_____ Accesses and identifies grading requirements in line with site procedures, standards, and specifications
	1.4	<input type="checkbox"/> The candidate identified the following materials, hardware and tools: VERNIER CALIPERS, PROFILE GAUGES, MOISTURE METERS TAPES, MARKERS, STRAPPING EQUIPMENT, PACK LABELS, OTHER_____ Identifies all applicable.
	1.5	<input type="checkbox"/> The candidate positioned softwood via WORK FLOW, WORK STATION LAYOUT, FORKLIFT OTHER_____ Positioned softwood to be graded to provide appropriate access and facilitate efficient workflow
	1.6	<input type="checkbox"/> Established and maintained communication with SUPERVISOR, COWORKERS, via VERBAL, LINE OF SIGHT, COMPUTER, RADIO, OTHER_____ must maintain communication.
<input type="checkbox"/>	<input type="checkbox"/>	Element 2: Evaluate softwood
	2.1	<input type="checkbox"/> The candidate confirmed species and moisture content SPECIES_____ Moisture content confirmed via RESISTANCE METER, CAPACITANCE METER, KILN SHEETS, IN LINE METER, OTHER_____ Confirms species and checked and confirmed status of seasoning
	2.2	<input type="checkbox"/> Observed target size graded_____ applicable tolerances_____

C NYC

		Correct? Y / N <u>Accurately recorded size and tolerance measurements in line with site requirements</u>
2.3	<input type="checkbox"/>	Established and evaluated the following characteristics in line with standards and product specifications <u>EDGE KNOTS, FACE KNOTS, OTHER KNOTS, BORER HOLES, STAIN, CHECKS, SPLITS, RESIN CANALS, RESIN POCKETS, SHAKES, WANE, WANT, PITH, HEART SHAKES, LOW DENSITY MATERIAL, GROWTH RINGS, TERMITE GALLERIES, DECAY, FRACTURES, SLOPING GRAIN, BOW, SPRING, TWIST, CUP, MISS, COMBINATION, DESIGNATED CENTRAL PORTION, OVERGROWTHS OF INJURY</u>
2.4	<input type="checkbox"/>	Checked, measured and evaluated moisture content against standards and seasoning requirements via <u>RESISTANCE METER, CAPACITANCE METER, IN LINE SENSOR, OTHER _____ must measure and evaluate moisture content.</u>
<input type="checkbox"/> <input type="checkbox"/> Element 3: Grade softwood		
3.1	<input type="checkbox"/>	The candidate consistently inspected: both ends, both faces and both edges. Visually graded softwood based on grading standards and criteria in line with required structural grade <u>Observed grading to STRUCTURAL GRADE 1, GRADE 2, GRADE 3, GRADE 4, GRADE 5, HEART IN STUDS, STRUCTURAL APPEARANCE GRADES. The candidate must grade to one or more of the above grades.</u>
3.2	<input type="checkbox"/>	The candidate CONSISTENTLY IDENTIFIES the characteristics having greatest limiting effect on the grade. The candidate consistently identifies the characteristic by the CORRECT TERMINOLOGY . The candidate CORRECTLY MEASURES the characteristic. The candidate COMPARES THE MEASUREMENTS TO THE CORRECT SECTION OF THE GRADING STANDARD . <u>The candidate must complete all steps in the correct order.</u>
3.3	<input type="checkbox"/>	The candidate CONSISTENTLY APPLIES the correct structural grade to the timber. Conforming timber is marked via _____. Non conforming timber is identified via _____. <u>Assesses appearance criteria and marked and segregated timber in line with site procedures</u>
3.4	<input type="checkbox"/>	Recorded and reported results of grading via: <u>APPLIES GRADE STAMP, PACK LABELS, PRODUCTION RECORDS, VERBAL, in line with workplace procedures</u>

Write any additional comments below:



ASSESSMENT TOOL: QUESTION GUIDE

Instructions

- a. Modify or add to (but do not remove) the questions below as required to suit the particular workplace and assessment context.
- b. **Document any additional questions that you will ask and attach to this assessment record.**
- c. Questions can be asked during the demonstration of skills or at a separate time as appropriate.
- d. Answers by the candidate should reflect the level of the unit in scope and detail.

Core questions

Indicate whether the candidate's performance was competent (C), not yet competent (NYC) by ticking the appropriate box.

	C	NYC	Questions to ascertain required knowledge
1	<input type="checkbox"/>	<input type="checkbox"/>	What Occupational Health and Safety (OHS) legislative and organisational requirements apply to this unit, and what are your responsibilities for OHS?
2	<input type="checkbox"/>	<input type="checkbox"/>	Who do you need to talk to in order to clarify work requirements and ensure the work undertaken meets site requirements?
3	<input type="checkbox"/>	<input type="checkbox"/>	What are the requirements and procedures for environmental care, including the safe disposal of waste?
4	<input type="checkbox"/>	<input type="checkbox"/>	Give at least two examples of how you could follow anti-discrimination legislation in the workplace.
5	<input type="checkbox"/>	<input type="checkbox"/>	Give at least two examples of how you use maths when performing the work associated with this unit, for example calculating, estimating or measuring.
6	<input type="checkbox"/>	<input type="checkbox"/>	Describe how to accurately record, report and maintain workplace records and information.

Unit specific questions

Indicate whether the candidate's performance was competent (C), not yet competent (NYC) by ticking the appropriate box.

	C	NYC	Questions to ascertain required knowledge	PC
7	<input type="checkbox"/>	<input type="checkbox"/>	What personal protective equipment is required for this work?	1.4
8	<input type="checkbox"/>	<input type="checkbox"/>	What are the steps followed to visually grade softwood?	3.1
9	<input type="checkbox"/>	<input type="checkbox"/>	Explain the enterprise accepted tolerances and measurements for softwood.	2.2
10	<input type="checkbox"/>	<input type="checkbox"/>	Name the relevant standards for grading softwood.	1.3
11	<input type="checkbox"/>	<input type="checkbox"/>	What is the difference between unseasoned and seasoned timber?	2.1
12	<input type="checkbox"/>	<input type="checkbox"/>	What are the company moisture content requirements?	2.4
13	<input type="checkbox"/>	<input type="checkbox"/>	What might the consequences be of supplying timber at incorrect moisture contents?	2.3
14	<input type="checkbox"/>	<input type="checkbox"/>	What is the moisture content standard used for kiln dried timber?	2.4
15	<input type="checkbox"/>	<input type="checkbox"/>	Define some commonly used grading and product terminology.	1.3
16	<input type="checkbox"/>	<input type="checkbox"/>	Explain different timber characteristics and their effects upon grading.	2.3
17	<input type="checkbox"/>	<input type="checkbox"/>	Using your grading card list 3 characteristics not permitted for visually graded Softwood.	2.3
18	<input type="checkbox"/>	<input type="checkbox"/>	From your grading card list the stress grades for the species given, for all structural grades: 1. Unseasoned slash pine 2. Seasoned radiata pine 3. Seasoned unidentified species	3.1
19	<input type="checkbox"/>	<input type="checkbox"/>	What is the importance of sizing accuracy?	2.2
20	<input type="checkbox"/>	<input type="checkbox"/>	Describe methods of identifying different species.	2.1
21	<input type="checkbox"/>	<input type="checkbox"/>	Describe your site marking procedures.	1.3
22	<input type="checkbox"/>	<input type="checkbox"/>	Explain how individual characteristics are measured.	2.3
23	<input type="checkbox"/>	<input type="checkbox"/>	What are the colour requirements for F ratings?	2.3

24	<input type="checkbox"/>	<input type="checkbox"/>	What is the relationship between strength groups and stress grades?	3.2
25	<input type="checkbox"/>	<input type="checkbox"/>	List the procedures your company uses to record and report grading results.	3.4

Write any additional comments below:

DRAFT

ASSESSMENT TOOL: CONFIRMATION OF CONSISTENT COMPETENCE

Evidence confirming consistent competence may be gathered from a variety of suitable sources. This can include work records and examples of the candidate’s work during or prior to the training period, and/or a report provided by a third party who has knowledge about the candidate’s work over a reasonable period of time. This person could be a workplace skill expert, supervisor or team leader.

Indicate below the type of supplementary evidence used in this assessment, and where applicable attach copies of documents or photos/descriptions of finished products to this assessment plan.

✓	Type of evidence	✓	Type of evidence
	<ul style="list-style-type: none"> • log book or record book 		<ul style="list-style-type: none"> • site training records
	<ul style="list-style-type: none"> • site production records or similar work records 		<ul style="list-style-type: none"> • completed assignment work
	<ul style="list-style-type: none"> • product samples or a portfolio of work 		<ul style="list-style-type: none"> • attendance at training courses, workshops
	<ul style="list-style-type: none"> • third party report (see below) 		<ul style="list-style-type: none"> • Other (please specify)
	<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> •

DRAFT

THIRD PARTY REPORT

The purpose of this report is to confirm that the assessment candidate can consistently apply the skills and knowledge of this unit to the required standard.

In order to complete this report, the third party will need to have direct knowledge of:

- the job function and the candidate’s application of skills and knowledge to that function
- any relevant legislation, regulations or industry standards
- the candidate’s ability to repeatedly perform to the required standard.

Note: This report is used as one form of supporting evidence to be considered in the total assessment process and does not represent a final judgement on the competence of the candidate.

Performance criteria

Element 1: Prepare for stress-grading

Element 2: Evaluate softwood

Element 3: Grade softwood

In the view of the third party making this report, the candidate consistently..... (tick appropriate)

YES	NO	
<input type="checkbox"/>	<input type="checkbox"/>	Follows OHS regulations, codes and site policies/procedures
<input type="checkbox"/>	<input type="checkbox"/>	Follows site procedures for using/maintaining personal protective equipment and clothing
<input type="checkbox"/>	<input type="checkbox"/>	Follows site environmental care policies/procedures
<input type="checkbox"/>	<input type="checkbox"/>	Communicates effectively and efficiently with others in the work area
<input type="checkbox"/>	<input type="checkbox"/>	Identifies and follows organisational policies and procedures and work orders
<input type="checkbox"/>	<input type="checkbox"/>	Safely and correctly uses any relevant tools, machinery, and equipment
<input type="checkbox"/>	<input type="checkbox"/>	Responds appropriately to tool, machinery, or equipment problems
<input type="checkbox"/>	<input type="checkbox"/>	Performs to the required quality and/or production standards

Additional comments:

Name	Ph No.
Signature	Date
Organisation	Position