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Department of Education, Employment and Workplace Relations

FDF10 Food Processing

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Modification History


Version Modification History

Version	Release Date	Comments
1		Primary release of FDF10

Imprint

FDF10 Food Processing

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Preliminary Information

Important Note to Users

Training Packages are not static documents; they are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is always used.

Check the version number before commencing training or assessment

This Training Package is Version - check whether this is the latest version by going to the National Training Information Service (www.ntis.gov.au) and locating information about the Training Package. Alternatively, contact AgriFood Skills Australia at <http://www.agrifoodskills.net.au> to confirm the latest version number.

Explanation of version number conventions

The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control, and is Version 1. Do not confuse the version number with the Training Packages national code (which remains the same during its period of endorsement).

Version modification history

The version details of this endorsed Training Package are in the table below. The latest information is at the top of the table.

Version	Release Date	Comments
1	2 March 2011	Primary release of FDF10

The FDF10 Food Processing Training Package replaces and supersedes FDF03 Food Processing Training Package for the qualifications and units of competency in FDF10. For wine qualifications and related units of competency FDF03 still remains current. The wine qualifications are under separate review and will be added to FDF10 as a variation later in 2011

List of AQF Qualifications in this Training Package

Qualification Code	Title
FDF10110	Certificate I in Food Processing
FDF20110	Certificate II in Food Processing
FDF30110	Certificate III in Food Processing
FDF40110	Certificate IV in Food Processing
FDF50110	Diploma of Food Processing
FDF20910	Certificate II in Food Processing (Sales)
FDF30910	Certificate III in Food Processing (Sales)
FDF10210	Certificate I in Pharmaceutical Manufacturing
FDF20210	Certificate II in Pharmaceutical Manufacturing
FDF30210	Certificate III in Pharmaceutical Manufacturing
FDF40210	Certificate IV in Pharmaceutical Manufacturing
FDF50210	Diploma of Pharmaceutical Manufacturing
FDF30310	Certificate III in Plant Baking
FDF20510	Certificate II in Retail Baking Assistance
FDF30510	Certificate III in Retail Baking (Cake and Pastry)
FDF30610	Certificate III in Retail Baking (Bread)
FDF30710	Certificate III in Retail Baking (Combined)

List of ALL Units within Training Package

Code	Title	Prerequisite
FDFAU4001A	Assess compliance with food safety programs	None
FDFAU4002A	Communicate and negotiate to conduct food safety audits	None
FDFAU4003A	Conduct food safety audits	None
FDFAU4004A	Identify, evaluate and control food safety hazards	None
FDFAU4005A	Audit bivalve mollusc growing and harvesting processes	(FDFAU4002A FDFAU4003A FDFAU4004A)
FDFAU4006A	Audit a cook chill process	(FDFAU4002A FDFAU4003A FDFAU4004A)
FDFAU4007A	Audit a heat treatment process	(FDFAU4002A FDFAU4003A FDFAU4004A)
FDFAU4008A	Audit manufacturing of ready-to-eat meat products	(FDFAU4002A FDFAU4003A FDFAU4004A)
FDFBK2001A	Operate a cooling and slicing process	None
FDFBK2002A	Operate a pastry forming and filling process	None
FDFBK2003A	Manufacture rye crisp breads	None
FDFBK2004A	Manufacture wafer products	None
FDFBK2005A	Operate a doughnut making process	None
FDFBK2006A	Operate a griddle production process	None
FDFBK2007A	Operate a pastry production process	None
FDFBV2001A	Operate a deaeration, mixing and carbonation process	None

FDFBV2002A	Manufacture coffee (roast and ground)	None
FDFBV2003A	Operate an ice manufacturing process	None
FDFCON2001A	Examine raw ingredients used in confectionery	None
FDFCON2002A	Operate a boiled confectionery process	None
FDFCON2003A	Operate a chocolate conching process	None
FDFCON2004A	Operate a chocolate depositing or moulding process	None
FDFCON2005A	Operate a confectionery depositing process	None
FDFCON2006A	Operate a granulation and compression process	None
FDFCON2007A	Operate a panning process	None
FDFCON2008A	Operate a chocolate refining process	None
FDFCON2009A	Operate a starch moulding process	None
FDFDP2001A	Operate a butter churning process	None
FDFDP2002A	Operate a butter oil process	(FDFDP2001A FDFOP2043A)
FDFDP2003A	Operate a curd production and cutting process	None
FDFDP2004A	Operate a cooling and hardening process	None
FDFDP2005A	Operate a cheese pressing and moulding process	None
FDFDP2006A	Operate a fermentation process	None
FDFFS1001A	Follow work procedures to maintain food safety	None

FDFFS2001A	Implement the food safety program and procedures	None
FDFFS3001A	Monitor the implementation of quality and food safety programs	FDFFS2001A
FDFFV2001A	Apply hydro-cooling process to fresh produce	None
FDFFV3001A	Conduct chemical wash for fresh produce	None
FDFFV3002A	Program fresh produce grading equipment	None
FDFGPS2001A	Operate a bleaching process	None
FDFGPS2002A	Operate a compecting process	None
FDFGPS2003A	Operate a deodorising process	None
FDFGPS2004A	Operate a flake preparation process	None
FDFGPS2005A	Operate a fractionation process	None
FDFGPS2006A	Operate a hydrogenation process	None
FDFGPS2007A	Operate an interesterification process	None
FDFGPS2008A	Operate a neutralisation process	None
FDFGPS2009A	Operate a soap splitting process	None
FDFGPS2010A	Operate a winterisation process	None
FDFGPS2011A	Operate a creamed honey manufacture process	None
FDFGR2001A	Operate a liquid, mash or block stockfeed process	None
FDFGR2002A	Understand mill operations and technologies	None
FDFGR2003A	Operate a grain conditioning process	None

FDFGR2004A	Operate a grain cleaning process	None
FDFGR2005A	Operate a purification process	None
FDFGR2006A	Operate a scalping and grading process	None
FDFGR2007A	Operate a scratch and sizing process	None
FDFGR2008A	Operate a break roll process	None
FDFGR2009A	Operate a pelleting process	None
FDFGR2010A	Handle grain in a storage area	None
FDFGR3001A	Work with micronutrients or additions in stockfeed manufacturing processes	None
FDFGR3002A	Demonstrate knowledge of animal nutrition principles	None
FDFOHS1001A	Work safely	None
FDFOHS2001A	Participate in OHS processes	None
FDFOHS3001A	Contribute to OHS processes	None
FDFOHS4001A	Identify, assess and control OHS risk in own work	None
FDFOHS4002A	Maintain OHS processes	None
FDFOHS5001A	Manage OHS processes	None
FDFOP1001A	Pack or unpack product manually	None
FDFOP1002A	Operate automated washing equipment	None
FDFOP1003A	Carry out manual handling tasks	None
FDFOP1004A	Prepare basic mixes	None
FDFOP1005A	Operate basic equipment	None
FDFOP1006A	Monitor process operation	None

FDFOP1007A	Participate effectively in a workplace environment	None
FDFOP1008A	Take and record basic measurements	None
FDFOP1009A	Follow work procedures to maintain quality	None
FDFOP1010A	Communicate workplace information	None
FDFOP2001A	Work effectively in the food processing industry	None
FDFOP2002A	Inspect and sort materials and product	None
FDFOP2003A	Clean equipment in place	None
FDFOP2004A	Clean and sanitise equipment	None
FDFOP2005A	Work in a socially diverse environment	None
FDFOP2006A	Operate a bulk dry goods transfer process	None
FDFOP2007A	Work in a freezer storage area	None
FDFOP2008A	Operate a bulk liquid transfer process	None
FDFOP2009A	Load and unload tankers	None
FDFOP2010A	Work with temperature controlled stock	None
FDFOP2011A	Conduct routine maintenance	None
FDFOP2012A	Maintain food safety when loading, unloading and transporting food	None
FDFOP2013A	Apply sampling procedures	None
FDFOP2014A	Participate in sensory analyses	None

FDFOP2015A	Apply principle of statistical process control	FDFOP2061A
FDFOP2016A	Work in a food handling area for non-food handlers	None
FDFOP2017A	Operate a blending, sieving and bagging process	None
FDFOP2018A	Operate a case packing process	None
FDFOP2019A	Fill and close product in cans	None
FDFOP2020A	Operate a form, fill and seal process	None
FDFOP2021A	Operate a fill and seal process	None
FDFOP2022A	Operate a high speed wrapping process	None
FDFOP2023A	Operate a packaging process	None
FDFOP2024A	Operate a cooling, slicing and wrapping process	None
FDFOP2025A	Manufacture extruded and toasted products	None
FDFOP2026A	Operate a forming or shaping process	None
FDFOP2027A	Dispense non-bulk ingredients	None
FDFOP2028A	Operate a mixing or blending process	None
FDFOP2029A	Operate a baking process	None
FDFOP2030A	Operate a process control interface	None
FDFOP2031A	Operate a coating application process	None
FDFOP2032A	Work in a clean room environment	(FDFFS2001A FDFPH2001A)

FDFOP2033A	Operate a depositing process	None
FDFOP2034A	Operate an evaporation process	None
FDFOP2035A	Operate an enrobing process	None
FDFOP2036A	Operate an extrusion process	None
FDFOP2037A	Operate a filtration process	None
FDFOP2038A	Operate a grinding process	None
FDFOP2039A	Operate a frying process	None
FDFOP2040A	Operate a heat treatment process	None
FDFOP2041A	Operate a mixing or blending and cooking process	None
FDFOP2042A	Operate a drying process	None
FDFOP2043A	Operate an homogenising process	None
FDFOP2044A	Operate a retort process	None
FDFOP2045A	Operate pumping equipment	None
FDFOP2046A	Operate a production process	None
FDFOP2047A	Operate a portion saw	None
FDFOP2048A	Pre-process raw materials	None
FDFOP2049A	Operate a reduction process	None
FDFOP2050A	Operate a separation process	None
FDFOP2051A	Operate a spreads production process	None
FDFOP2052A	Operate a chocolate tempering process	None
FDFOP2053A	Operate a washing and drying process	None
FDFOP2054A	Operate a water purification process	None

FDFOP2055A	Freeze dough	None
FDFOP2056A	Operate a freezing process	None
FDFOP2057A	Operate a membrane process	None
FDFOP2058A	Operate a holding and storage process	None
FDFOP2059A	Operate a continuous freezing process	None
FDFOP2060A	Operate an automated cutting process	None
FDFOP2061A	Use numerical applications in the workplace	None
FDFOP2062A	Apply work procedures to maintain integrity of product	None
FDFOP2063A	Apply quality systems and procedures	None
FDFOP2064A	Provide and apply workplace information	None
FDFOP3001A	Control contaminants and allergens in the workplace	FDFFS2001A
FDFOP3002A	Set up a production or packaging line for operation	None
FDFOP3003A	Operate interrelated processes in a production system	None
FDFOP3004A	Operate interrelated processes in a packaging system	None
FDFOP3005A	Prepare food products using basic cooking methods	FDFFS2001A
FDFOP3006A	Identify cultural, religious and dietary requirements for food products	None
FDFPB3001A	Operate a dough mixing process	None

FDFPB3002A	Operate a final proof and baking process	None
FDFPB3003A	Operate a dough make up process	None
FDFPH1001A	Follow work procedures to maintain Good Manufacturing Practice	None
FDFPH2001A	Apply Good Manufacturing Practice procedures	None
FDFPH2002A	Operate a concentration process	None
FDFPH2003A	Operate an extraction process	None
FDFPH2004A	Operate a separation process using chromatography	FDFOP2032A
FDFPH2005A	Operate an aseptic fill and seal process	FDFOP2032A
FDFPH2006A	Operate an aseptic form, fill and seal process	FDFOP2032A
FDFPH2007A	Co-ordinate a label store	None
FDFPH2008A	Operate a compressing process	None
FDFPH2009A	Dispense pharmaceutical raw materials	None
FDFPH2010A	Operate an encapsulation process	None
FDFPH2011A	Operate a granulation process	None
FDFPH2012A	Operate a liquid manufacturing process	None
FDFPH2013A	Operate a tablet coating process	None
FDFPH2014A	Operate a terminal sterilisation process	None
FDFPH3001A	Monitor and maintain Good Manufacturing Practice procedures	None

FDFPH4001A	Prepare and review workplace documentation to support Good Manufacturing Practice	None
FDFPH4002A	Facilitate and monitor Good Manufacturing Practice	None
FDFPH4003A	Facilitate contamination control	None
FDFPH4004A	Participate in change control procedures	None
FDFPH4005A	Participate in validation processes	None
FDFPH4006A	Respond to non-conformance	None
FDFPO2001A	Operate a dicing, stripping or mincing process	None
FDFPO2002A	Operate an evisceration process	None
FDFPO2003A	Grade carcass	None
FDFPO2004A	Harvest edible offal	None
FDFPO2005A	Operate a marinade injecting process	None
FDFPO2006A	Operate a washing and chilling process	None
FDFPO2007A	Operate the bird receival and hanging process	None
FDFPO2008A	Operate a stunning, killing and defeathering process	None
FDFPO2009A	Work in an egg grading floor	None
FDFPO2010A	Operate egg grading and packing floor equipment	FDFPO2009A
FDFPO3001A	Operate a chickway system	None
FDFPO3002A	Debone and fillet product (manually)	None
FDFPPL2001A	Participate in work teams and	None

	groups	
FDFPPL3001A	Participate in improvement processes	None
FDFPPL3002A	Report on workplace performance	None
FDFPPL3003A	Support and mentor individuals and groups	None
FDFPPL3004A	Lead work teams and groups	None
FDFPPL3005A	Participate in an audit process	(MSAENV272A FDFOP2063A FDFOHS2001A)
FDFPPL3006A	Establish compliance requirements for work area	None
FDFPPL4001A	Manage people in the work area	FDFPPL3003A
FDFPPL4002A	Plan and co-ordinate maintenance	None
FDFPPL4003A	Schedule and manage production	None
FDFPPL4004A	Optimise a work process	FDFPPL3001A
FDFPPL4005A	Establish process capability	(FDFOP2015A FDFTEC4007A)
FDFPPL4006A	Manage a work area within budget	None
FDFPPL4007A	Manage supplier agreements and contracts	None
FDFPPL4008A	Manage internal audits	(MSAENV272A FDFOP2063A FDFPPL3005A FDFOHS2001A)
FDFPPL5001A	Design and maintain programs to support legal compliance	(MSAENV472A FDFFS2001A FDFFS3001A FDFOHS4002A FDFTEC3001A)
FDFRB1001A	Finish products	None
FDFRB2001A	Form and fill pastry products	None
FDFRB2002A	Prepare fillings	None
FDFRB2003A	Produce meringue-based products	None

FDFRB2004A	Provide production assistance for bread products	None
FDFRB2005A	Provide assistance in cake, pastry and biscuit production	None
FDFRB3001A	Produce pastry	None
FDFRB3002A	Produce bread dough	None
FDFRB3003A	Produce sponge, cake and cookie batter	None
FDFRB3004A	Decorate cakes and cookies	None
FDFRB3005A	Bake bread	None
FDFRB3006A	Bake sponges, cakes and cookies	None
FDFRB3007A	Bake pastry products	None
FDFRB3008A	Store, handle and use frozen dough	None
FDFRB3009A	Retard dough	None
FDFRB3010A	Process dough	None
FDFRB3011A	Diagnose and respond to product and process faults (bread)	(FDFRB3002A FDFRB3005A FDFRB3010A)
FDFRB3012A	Diagnose and respond to product and process faults (pastry, cake and cookies)	(FDFRB2001A FDFRB2002A FDFRB3001A FDFRB3003A FDFRB3004A FDFRB3006A FDFRB3007A)
FDFRB3013A	Produce artisan breads	(FDFRB3002A FDFRB3005A FDFRB3010A)
FDFRB3014A	Produce sweet yeast products	None
FDFRB3015A	Produce and decorate gateaux and tortes	(FDFRB2002A FDFRB2003A FDFRB3001A FDFRB3003A FDFRB3004A FDFRB3006A FDFRB3007A)
FDFRB3016A	Plan and schedule production for	None

	retail bakery	
FDFRB3017A	Participate in product development	None
FDFTEC3001A	Participate in a HACCP team	FDFFS2001A
FDFTEC3002A	Implement the pest prevention program	None
FDFTEC3003A	Apply raw materials, ingredient and process knowledge to production problems	None
FDFTEC4001A	Determine handling processes for perishable food items	None
FDFTEC4002A	Manage controlled atmosphere storage	None
FDFTEC4003A	Control food contamination and spoilage	FDFFS3001A
FDFTEC4004A	Apply basic process engineering principles to food processing	(FDFOP2030A FDFTEC4007A)
FDFTEC4005A	Apply an understanding of food additives	None
FDFTEC4006A	Apply an understanding of legal requirements of food production	None
FDFTEC4007A	Describe and analyse data using mathematical principles	FDFOP2015A
FDFTEC4008A	Apply principles of food packaging	None
FDFTEC4009A	Identify the physical and chemical properties of materials, food and related products	None
FDFTEC4010A	Manage water treatment processes	MSAENV272A
FDFTEC4011A	Participate in product recalls	FDFFS3001A
FDFTEC5001A	Manage and evaluate new product trials	None

FDFTEC5002A	Manage utilities and energy for a production process	None
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Imported units of competency in this Training Package

Code	Title	Origin
BSBATSIM507B	Establish and maintain a strategic planning cycle	TBA
BSBCOM502B	Evaluate and review compliance	BSB07
BSBCOM503B	Develop processes for the management of breaches in compliance requirements	BSB07
BSBCUS301A	Deliver and monitor a service to customers	BSB07
BSBCUS501A	Manage quality customer service	TBA
BSBFIM501A	Manage budgets and financial plans	BSB07
BSBHRM402A	Recruit, select and induct staff	BSB07
BSBINN301A	Promote innovation in a team environment	BSB07
BSBITU201A	Produce simple word processed documents	BSB07
BSBITU202A	Create and use spreadsheets	BSB07
BSBLED401A	Develop teams and individuals	BSB07
BSBMGT401A	Show leadership in the workplace	BSB07
BSBMGT402A	Implement operational plan	BSB07
BSBMGT403A	Implement continuous improvement	BSB07
BSBMGT502B	Manage people performance	BSB07
BSBMGT515A	Manage operational plan	BSB07
BSBMGT516A	Facilitate continuous improvement	TBA
BSBMKG501B	Identify and evaluate marketing opportunities	BSB07
BSBMKG507A	Interpret market trends and developments	BSB07
BSBMKG514A	Implement and monitor marketing activities	BSB07

BSBOHS503B	Assist in the design and development of OHS participative arrangements	BSB07
BSBPMG510A	Manage projects	BSB07
BSBRES401A	Analyse and present research information	BSB07
BSBSMB301A	Investigate micro business opportunities	BSB07
BSBSMB401A	Establish legal and risk management requirements of small business	BSB07
BSBSMB402A	Plan small business finances	BSB07
BSBSMB403A	Market the small business	BSB07
BSBSMB404A	Undertake small business planning	BSB07
BSBSMB405A	Monitor and manage small business operations	BSB07
BSBSMB406A	Manage small business finances	BSB07
BSBSMB407A	Manage a small team	BSB07
BSBWOR204A	Use business technology	BSB07
BSBWOR401A	Establish effective workplace relationships	BSB07
BSBWOR402A	Promote team effectiveness	BSB07
BSBWOR403A	Manage stress in the workplace	BSB07
BSBWOR404A	Develop work priorities	TBA
BSBWOR502A	Ensure team effectiveness	TBA
BSBWRT301A	Write simple documents	BSB07
BSBWRT401A	Write complex documents	BSB07
HLTFA201A	Provide basic emergency life support	HLT07
HLTFA301B	Apply first aid	HLT07
LMTGN3007B	Monitor and operate trade waste process	LMT07
MEM13003B	Work safely with industrial chemicals and materials	MEM05

MEM15001B	Perform basic statistical quality control	MEM05
MSACMC210A	Manage the impact of change on own work	MSA07
MSACMC410A	Lead change in a manufacturing environment	MSA07
MSACMC411A	Lead a competitive manufacturing team	MSA07
MSACMC413A	Lead team culture improvement	MSA07
MSACMC610A	Manage relationships with non-customer external organisations	MSA07
MSACMC611A	Manage people relationships	MSA07
MSACMC612A	Manage workplace learning	MSA07
MSACMC613A	Facilitate holistic culture improvement in a manufacturing enterprise	MSA07
MSACMC614A	Develop a communications strategy to support production	MSA07
MSACMS200A	Apply competitive manufacturing practices	MSA07
MSACMS201A	Sustain process improvements	MSA07
MSACMS400A	Implement a competitive manufacturing system	MSA07
MSACMS401A	Ensure process improvements are sustained	MSA07
MSACMS405A	Lead a manufacturing team using a balanced score card approach	MSA07
MSACMS600A	Develop a competitive manufacturing system	MSA07
MSACMS604A	Manage competitive manufacturing processes in a jobbing shop environment	MSA07
MSACMS605A	Develop a balanced score card for use in competitive manufacturing	MSA07
MSACMS606A	Introduce competitive manufacturing to a small or medium enterprise	MSA07
MSACMT221A	Apply Just in Time (JIT) procedures	MSA07
MSACMT230A	Apply cost factors to work practices	MSA07
MSACMT231A	Interpret product costs in terms of customer requirements	MSA07

MSACMT240A	Apply 5S procedures in a manufacturing environment	MSA07
MSACMT250A	Monitor process capability	MSA07
MSACMT251A	Apply quality standards	MSA07
MSACMT260A	Use planning software systems in manufacturing	MSA07
MSACMT261A	Use SCADA systems in manufacturing	MSA07
MSACMT280A	Undertake root cause analysis	MSA07
MSACMT281A	Contribute to the application of a proactive maintenance strategy	MSA07
MSACMT421A	Facilitate a Just in Time (JIT) system	MSA07
MSACMT423A	Monitor a manufacturing levelled pull system	MSA07
MSACMT430A	Improve cost factors in work practices	MSA07
MSACMT432A	Analyse manual handling processes	MSA07
MSACMT440A	Lead 5S in a manufacturing environment	MSA07
MSACMT441A	Facilitate continuous improvement in manufacturing	MSA07
MSACMT450A	Undertake process capability improvements	MSA07
MSACMT451A	Mistake proof a production process	MSA07
MSACMT452A	Apply statistics to processes in manufacturing	MSA07
MSACMT453A	Use six sigma techniques	MSA07
MSACMT460A	Facilitate the use of planning software systems in manufacturing	MSA07
MSACMT461A	Facilitate SCADA systems in a manufacturing team or work area	MSA07
MSACMT481A	Undertake proactive maintenance analyses	MSA07
MSACMT482A	Assist in implementing a proactive maintenance strategy	MSA07
MSACMT483A	Support proactive maintenance	MSA07
MSACMT620A	Develop quick changeover procedures	MSA07

MSACMT622A	Design a process layout	MSA07
MSACMT623A	Develop a levelled pull system of manufacturing	MSA07
MSACMT630A	Optimise cost of product	MSA07
MSACMT632A	Analyse cost implications of maintenance strategy	MSA07
MSACMT640A	Manage 5S system in a manufacturing environment	MSA07
MSACMT650A	Determine and improve process capability	MSA07
MSACMT660A	Develop the application of enterprise systems in manufacturing	MSA07
MSACMT661A	Determine and establish information collection requirements and processes	MSA07
MSACMT662A	Develop a documentation control strategy for a manufacturing enterprise	MSA07
MSACMT670A	Develop and manage sustainable energy practices	MSA07
MSACMT671A	Develop and manage sustainable environmental practices	MSA07
MSACMT675A	Facilitate the development of a new product	MSA07
MSACMT681A	Develop a proactive maintenance strategy	MSA07
MSACMT682A	Adapt a proactive maintenance strategy to the process manufacturing sector	MSA07
MSACMT683A	Adapt a proactive maintenance strategy for a seasonal or cyclical manufacturing operation	MSA07
MSAENV272A	Participate in environmentally sustainable work practices	TBA
MSAENV472A	Implement and monitor environmentally sustainable work practices	TBA
MSAPMOPS400A	Optimise process/plant area	MSA07
MSAPMOPS401A	Trial new process or product	MSA07
MSAPMOPS405A	Identify problems in fluid power system	MSA07
MSAPMOPS406A	Identify problems in electronic control systems	MSA07
MSAPMPER201A	Monitor and control work permits	MSA07

MSAPMPER300A	Issue work permits	TBA
MSAPMPER400A	Coordinate permit process	MSA07
MSAPMSUP303A	Identify equipment faults	MSA07
MSAPMSUP310A	Contribute to development of plant documentation	MSA07
MSAPMSUP330A	Develop and adjust a production schedule	MSA07
MSAPMSUP390A	Use structured problem solving tools	MSA07
MSL922001A	Record and present data	MSL09
MSL973001A	Perform basic tests	MSL09
MTMMP11C	Sharpen knives	MTM07
MTMP2006A	Apply animal welfare and handling requirements	MTM07
MTMP2197B	Clean after operations boning room	MTM07
MTMPSR201B	Vacuum pack product	MTM07
MTMR308B	Prepare and produce value-added products	MTM07
PMBPROD211B	Operate blow moulding equipment	PMB07
PMBPROD270B	Operate injection blow moulding equipment	PMB07
PMBTECH406A	Diagnose production equipment problems	PMB07
RTE2212A	Prepare grain storages	RTE03
RTE3008A	Handle bulk materials in storage area	RTE03
RTE4029A	Assess olive oil for style and quality	RTE03
RTE4914A	Participate in an e-business supply chain	RTE03
SIRRFSA001A	Apply retail food safety practices	SIR07
SIRRMER004A	Prepare and display bakery products	SIR07
SIRXCCS001A	Apply point-of-sale handling procedures	SIR07
SIRXCCS002A	Interact with customers	SIR07
SIRXFIN001A	Balance point-of-sale terminal	SIR07

SIRXFIN002A	Perform retail finance duties	SIR07
SIRXICT001A	Operate retail technology	SIR07
SIRXINV001A	Perform stock control procedures	SIR07
SIRXINV002A	Maintain and order stock	SIR07
SIRXMER001A	Merchandise products	SIR07
SIRXRSK001A	Minimise theft	SIR07
SIRXRSK002A	Maintain store security	SIR07
SIRXSLS001A	Sell products and services	SIR07
SIRXSLS002A	Advise on products and services	SIR07
SITHCCC022A	Prepare chocolate and chocolate confectionery	SIT07
SITHFAB012A	Prepare and serve espresso coffee	SIT07
SITHPAT007A	Prepare and display petits fours	SIT07
SITHPAT008A	Prepare and model marzipan	SIT07
SITHPAT010A	Prepare and display sugar work	SIT07
SUGPOBB2A	Operate a boiler - basic	SUG02
SUGPWWT2A	Operate a waste water treatment system	SUG02
TAEASS401A	Plan assessment activities and processes	TAE10
TAEASS402A	Assess competence	TAE10
TAEASS403A	Participate in assessment validation	TAE10
TAEASS502A	Design and develop assessment tools	TAE10
TAEDEL301A	Provide work skill instruction	TAE10
TAEDES401A	Design and develop learning programs	TAE10
TLIA1407C	Use product knowledge to complete work operations	TLI07
TLIA1507C	Complete receipt/despatch documentation	TLI07
TLIA1607C	Use inventory systems to organise stock control	TLI07

TLIA1807C	Organise despatch operations	TLI07
TLIA1907C	Organise receival operations	TLI07
TLIA2107C	Despatch stock	TLI07
TLIA2507D	Regulate temperature controlled stock	TLI07
TLIA2607C	Monitor storage facilities	TLI07
TLIA3807B	Control and order stock	TLI07
TLIA3907B	Receive and store stock	TLI07
TLIA907D	Complete and check import/export documentation	TLI07
TLID1007C	Operate a forklift	TLI07
TLID207C	Shift a load using manually-operated equipment	TLI07
TLID307D	Handle dangerous goods/hazardous substances	TLI07
TLID407C	Load and unload goods/cargo	TLI07
TLIJ307C	Apply grain protection measures	TLI07
TLIJ407C	Implement grain monitoring measures	TLI07
TLIK107C	Use infotechnology devices and computer applications in the workplace	TLI07

Mapping to Previous Training Packages

Mapping to Previous Training Packages

Mapping of qualifications FDF03 to FDF10

FDF10 qualification code and title	FDF03 qualification code and title	Mapping details
FDF10110 Certificate I in Food Processing	FDF10103 Certificate I in Food Processing	Qualification replaces earlier version.
FDF20110 Certificate II in Food Processing	FDF20103 Certificate II in Food Processing	Qualification replaces earlier version.

Mapping to Previous Training Packages

FDF30110 Certificate III in Food Processing	FDF30103 Certificate III in Food Processing	Qualification replaces earlier version.
FDF40110 Certificate IV in Food Processing	FDF40103 Certificate IV in Food Processing	Qualification replaces earlier version.
FDF50110 Diploma of Food Processing	FDF50103 Diploma of Food Processing	Qualification replaces earlier version.
	FDF10903 Certificate I in Food Processing (Sales)	Qualification deleted
FDF20910 Certificate II in Food Processing (Sales)	FDF20903 Certificate II in Food Processing (Sales)	Qualification replaces earlier version.
FDF30910 Certificate III in Food Processing (Sales)	FDF30903 Certificate III in Food Processing (Sales)	Qualification replaces earlier version.
FDF10210 Certificate I in Pharmaceutical Manufacturing	FDF10203 Certificate I in Pharmaceutical Manufacturing	Qualification replaces earlier version.
FDF20210 Certificate II in Pharmaceutical Manufacturing	FDF20203 Certificate II in Pharmaceutical Manufacturing	Qualification replaces earlier version.
FDF30210 Certificate III in Pharmaceutical Manufacturing	FDF30203 Certificate III in Pharmaceutical Manufacturing	Qualification replaces earlier version.
FDF40210 Certificate IV in Pharmaceutical Manufacturing	FDF40207 Certificate IV in Pharmaceutical Manufacturing	Qualification replaces earlier version.
FDF50210 Diploma of Pharmaceutical Manufacturing	FDF50207 Diploma of Pharmaceutical Manufacturing	Qualification replaces earlier version.
	FDF10303 Certificate I in Food Processing (Plant Baking)	Qualification deleted
	FDF20303 Certificate II in Food Processing (Plant Baking)	Qualification deleted
FDF30310 Certificate III in Plant Baking	FDF30303 Certificate III in Food Processing (Plant Baking)	Qualification replaces earlier version.
	FDF10803 Certificate I in Food Processing (Retail Baking)	Qualification deleted
FDF20510 Certificate II in Retail Baking Assistance		New qualification

Mapping to Previous Training Packages

FDF30510 Certificate III in Retail Baking(Cake and Pastry)	FDF30503 Certificate III in Food Processing (Retail Baking - Cake and Pastry)	Qualification replaces earlier version.
FDF30610 Certificate III in Retail Baking (Bread)	FDF30603 Certificate III in Food Processing (Retail Baking - Bread)	Qualification replaces earlier version.
FDF30710 Certificate III in Retail Baking (Combined)	FDF30703 Certificate III in Food Processing (Retail Baking - Combined)	Qualification replaces earlier version.
	FDF41007 Certificate IV in Food Processing (Food Safety Auditing)	Qualification subject of later submission
	FDF51007 Diploma of Food Processing (Food Safety Auditing)	Qualification subject of later submission
	FDF10403 Certificate I in Food Processing (Wine)	Qualification subject of later submission
	FDF20403 Certificate II in Food Processing (Wine)	Qualification subject of later submission
	FDF30403 Certificate III in Food Processing (Wine)	Qualification subject of later submission

Mapping to Previous Training Package

Mapping of units of competency from FDF03 to FDF10

All units now include coverage of sustainability. This is integrated within the key skills and does not affect the technical outcomes of the unit.

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
FDFFS1001A	Follow work procedures to maintain food safety	FDFCORFSY1A	Follow work procedures to maintain food safety	E	Unit has been updated to CAT template and additional content associated with the template has been added. This unit will be

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
					reviewed further as part of the AgriFood Skills Australia review of all food safety units and be part of a later variation to FDF10. Unit replaces earlier version.
FDFFS2001A	Implement the food safety program and procedures	FDFCORFSY2A	Implement the food safety program and procedures	E	Unit has been updated to CAT template and additional content associated with the template has been added. This unit will be reviewed further as part of the AgriFood Skills Australia review of all food safety units and be part of a later variation to FDF10. Unit replaces earlier version.
FDFFS3001A	Monitor the implementation of quality and food safety programs	FDFCORQFS3A	Monitor the implementation of quality and food safety programs	E	Unit has been updated to CAT template and additional content associated with the template

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
					<p>has been added. This unit will be reviewed further as part of the AgriFood Skills Australia review of all food safety units and be part of a later variation to FDF10.</p> <p>FDFFS2001A Implement the food safety program and procedures has been added as a prerequisite. Unit replaces earlier version.</p>
FDFOHS1001A	Work safely				<p>New national OHS standard unit</p> <p>FDFOHS1001 A Work Safely replaces</p> <p>FDFCORHS1 A Follow work procedures to maintain health and safety</p>
FDFOHS2001A	Participate in OHS processes				<p>New national OHS standard unit</p> <p>FDFOHS2001 A Participate in OHS processes replaces</p> <p>FDFCORHS2 A Implement</p>

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
					occupational health and safety systems and procedures
FDFOHS300 1A	Contribute to OHS processes				New national OHS standard unit FDFOHS3001 A Contribute to OHS processes replaces FDFCORHS3 A Monitor the implementation of occupational health and safety policies and procedures
FDHOHS400 1A	Identify, assess and control OHS risk in own work				New unit added to provide greater option for OHS at this level, based on new national OHS standard
FDFOHS400 2A	Maintain OHS processes				New national OHS standard unit FDFOHS4001 A Maintain OHS processes replaces FDFPMOHS4 A Manage the implementation of occupational health and safety policies and procedures in the workplace

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
FDFOHS5001A	Manage OHS processes				New unit based on national OHS standard
FDFOP1001A	Pack or unpack product manually	FDFZPKPM1A	Pack product manually	N	Title and scope changed to Pack or unpack product manually. Unit replaces earlier version.
FDFOP1002A	Operate automated washing equipment	FDFZCSAW1A	Operate automated washing equipment	E	Unit replaces earlier version.
FDFOP1003A	Carry out manual handling tasks	FDFZMHMH1A	Carry out manual handling tasks	E	Unit replaces earlier version.
FDFOP1004A	Prepare basic mixes	FDFZPMBM1A	Prepare basic mixes	E	Unit replaces earlier version.
FDFOP1005A	Operate basic equipment	FDFZPRBE1A	Operate basic equipment	E	Unit replaces earlier version.
FDFOP1006A	Monitor process operation	FDFZPRMP1A	Monitor process operation	E	Unit replaces earlier version.
FDFOP1007A	Participate effectively in a workplace environment	FDFZPRW1A	Participate effectively in a workplace environment	E	Unit replaces earlier version.
FDFOP1008A	Take and record basic measurements	FDFOPTMR1A	Measure and record workplace information	N	Unit retitled 'Take' and record basic measurements to reflect content. Unit replaces earlier version.

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
FDFOP1009 A	Follow work procedures to maintain quality	FDFCORQAS 1A	Follow work procedures to maintain quality	E	Reference to numerical requirements added. Unit replaces earlier version.
FDFOP1010 A	Communicate workplace information	FDFCORWC M1A	Communicate workplace information	N	Added information on communicating basic numeric information if required. Unit replaces earlier version.
FDFOP2001 A	Work effectively in the food processing industry				New unit
FDFOP2002 A	Inspect and sort materials and product	FDFZPMIS1A	Inspect and sort materials and product	E	This unit has been realigned to Certificate II level in light of industry advice. Unit replaces earlier version.
FDFOP2003 A	Clean equipment in place	FDFZCSCIP2 A	Clean equipment in place	E	Unit replaces earlier version.
FDFOP2004 A	Clean and sanitise equipment	FDFZCSCS2A	Clean and sanitise equipment	E	Unit replaces earlier version.
FDFOP2005 A	Work in a socially diverse environment	FDFOPTSD2A	Work in a socially diverse environment	E	Unit replaces earlier version.
FDFOP2006	Operate a	FDFZMHDT2	Operate a bulk	E	Unit replaces

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
A	bulk dry goods transfer process	A	dry goods transfer process		earlier version.
FDFOP2007 A	Work in a freezer storage area	FDFZMHFS2 A	Work in a freezer storage area	E	Unit replaces earlier version.
FDFOP2008 A	Operate a bulk liquid transfer process	FDFZMHLT2 A	Operate a bulk liquid transfer process	E	Unit replaces earlier version.
FDFOP2009 A	Load and unload tankers	FDFZMHLU2 A	Load and unload tankers	E	Unit replaces earlier version.
FDFOP2010 A	Work with temperature controlled stock	FDFZMHTS2 A	Work with temperature controlled stock	E	Unit replaces earlier version.
FDFOP2011 A	Conduct routine maintenance	FDFOPTCRM 2A	Conduct routine maintenance	E	Unit replaces earlier version.
FDFOP2012 A	Maintain food safety when loading, unloading and transporting food	FDFOPTFST2 A	Maintain food safety when loading, unloading and transporting food	E	Unit replaces earlier version.
FDFOP2013 A	Apply sampling procedures	FDFOPTISP2 A	Implement sampling procedures	E	Unit retitled to 'Apply' sampling procedures in keeping with AQF 2 level expectations. Unit replaces earlier version.
FDFOP2014 A	Participate in sensory analyses	FDFOPTSA2A	Participate in sensory analyses	E	Unit replaces earlier version.

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
FDFOP2015 A	Apply principles of statistical process control	FDFOPTSPC2 A	Apply principles of statistical process control	E	Unit replaces earlier version.
FDFOP2016 A	Work in a food handling area for non-food handlers	FDFOPTWFS 2A	Work in a food handling area for non-food handlers	E	Unit replaces earlier version.
FDFOP2017 A	Operate a blending, sieving and bagging process	FDFZPKBSB2 A	Operate a blending, sieving and bagging process	E	Unit replaces earlier version.
FDFOP2018 A	Operate a case packing process	FDFZPKCPP2 A	Operate a case packing process	E	Unit replaces earlier version.
FDFOP2019 A	Fill and close product in cans	FDFZPKFCC2 A	Fill and close product in cans	E	Unit replaces earlier version.
FDFOP2020 A	Operate a form, fill and seal process	FDFZPKFFS2 A	Operate a form, fill and seal process	E	Unit replaces earlier version.
FDFOP2021 A	Operate a fill and seal process	FDFZPKFS2A	Operate a fill and seal process	E	Unit replaces earlier version.
FDFOP2022 A	Operate a high speed wrapping process	FDFZPKHSW 2A	Operate a high speed wrapping process	E	Unit replaces earlier version.
FDFOP2023 A	Operate a packaging process	FDFZPKPP2A	Operate a packaging process	E	Unit replaces earlier version.
FDFOP2024 A	Operate a cooling, slicing and	FDFPBSW2B	Operate a cooling, slicing and wrapping	E	Moved to cross sector units due to wider

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
	wrapping process		process		application & coverage in FDF general qualification. Unit replaces earlier version.
FDFOP2025 A	Manufacture extruded and toasted products	FDFBISETP2 A	Manufacture extruded and toasted products	E	Moved into cross sector units due to wider application & coverage in FDF general qualification. Unit replaces earlier version.
FDFOP2026 A	Operate a forming or shaping process	FDFBISFS2A	Operate a forming/shaping process	E	Title changed to Operate a forming or shaping process to remove '/'. Unit replaces earlier version. Moved into cross sector units due to wider application & coverage in FDF general qualification.
FDFOP2027 A	Dispense non-bulk ingredients	FDFZPMDNB 2A	Dispense non-bulk ingredients	E	Unit replaces earlier version.
FDFOP2028 A	Operate a mixing or blending process	FDFZPMMB2 A	Operate a mixing/blending process	E	Unit retitled to Operate a mixing or blending process to remove '/'.

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
					Unit replaces earlier version.
FDFOP2029 A	Operate a baking process	FDFZPRBP2A	Operate a baking process	E	Unit replaces earlier version.
FDFOP2030 A	Operate a process control interface	FDFZPRCI2A	Operate a process control interface	E	Unit replaces earlier version.
FDFOP2031 A	Operate a coating application process	FDFZPRCP2A	Operate a coating application process	E	Unit replaces earlier version.
FDFOP2032 A	Work in a clean room environment	FDFZPRCR2A	Work in a clean room environment	E	Unit replaces earlier version.
FDFOP2033 A	Operate a depositing process	FDFZPRDTP2 A	Operate a depositing process	E	Unit replaces earlier version.
FDFOP2034 A	Operate an evaporation process	FDFZPREP2A	Operate an evaporation process	E	Unit replaces earlier version.
FDFOP2035 A	Operate an enrobing process	FDFZPRER2A	Operate an enrobing process	E	Unit replaces earlier version.
FDFOP2036 A	Operate an extrusion process	FDFZPREX2A	Operate an extrusion process	E	Unit replaces earlier version.
FDFOP2037 A	Operate a filtration process	FDFZPRFP2A	Operate a filtration process	E	Unit replaces earlier version.
FDFOP2038 A	Operate a grinding process	FDFSFGP2B	Operate a grinding process	E	Moved to cross sector category due to wider application. Unit replaces

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
					earlier version.
FDFOP2039 A	Operate a frying process	FDFZPRFY2A	Operate a frying process	E	Unit replaces earlier version.
FDFOP2040 A	Operate a heat treatment process	FDFZPRHT2A	Operate a heat treatment process	E	Unit replaces earlier version.
FDFOP2041 A	Operate a mixing or blending and cooking process	FDFZPRMBC 2A	Operate a mixing/blending and cooking process	E	Unit retitled to Operate a mixing or blending and cooking process to remove '/'. Unit replaces earlier version.
FDFOP2042 A	Operate a drying process	FDFZPROD2 A	Operate a drying process	E	Unit replaces earlier version.
FDFOP2043 A	Operate an homogenising process	FDFZPROH2 A	Operate an homogenising process	E	Unit replaces earlier version.
FDFOP2044 A	Operate a retort process	FDFZPROR2 A	Operate a retort process	E	Unit replaces earlier version.
FDFOP2045 A	Operate pumping equipment	FDFZPRPP2A	Operate pumping equipment	E	Unit replaces earlier version.
FDFOP2046 A	Operate a production process	FDFZPRPR2A	Operate a production process	E	Unit replaces earlier version.
FDFOP2047 A	Operate a portion saw	FDFPOPS2A	Operate a portion saw	E	Moved to cross sector category due to wider application. Unit replaces earlier version.
FDFOP2048	Pre-process	FDFZPRRM2	Pre-process raw	E	Unit replaces

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
A	raw materials	A	materials		earlier version.
FDFOP2049 A	Operate a reduction process	FDFZPRRN2 A	Operate a reduction process	E	Unit replaces earlier version.
FDFOP2050 A	Operate a separation process	FDFZPRSEP2 A	Operate a separation process	E	Unit replaces earlier version.
FDFOP2051 A	Operate a spreads production process	FDFZPRSPS2 A	Operate a spreads production process	E	Unit replaces earlier version.
FDFOP2052 A	Operate a chocolate tempering process	FDFZPRTC2A	Operate a chocolate tempering process	E	Unit replaces earlier version.
FDFOP2053 A	Operate a washing and drying process	FDFZPRWD2 A	Operate a washing and drying process	E	Unit replaces earlier version.
FDFOP2054 A	Operate a water purification process	FDFZPRWP2 A	Operate a water purification process	E	Unit replaces earlier version.
FDFOP2055 A	Freeze dough	FDFRBF2B	Freeze dough	E	Moved to cross sector units category due to wider application. Unit replaces earlier version.
FDFOP2056 A	Operate a freezing process	FDFVFP2B	Operate a freezing process	E	Moved to cross sector units category due to wider application. Unit replaces earlier version.

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
FDFOP2057 A	Operate a membrane process	FDFDPMP2B	Operate a membrane process	E	Moved to cross sector units category due to wider application. Unit replaces earlier version.
FDFOP2058 A	Operate a holding and storage process	FDFDPHS2B	Operate a holding and storage process	E	Moved to cross sector units category as has wider application. Unit replaces earlier version.
FDFOP2059 A	Operate a continuous freezing process	FDFDPBF2B	Operate a continuous freezing process	E	Moved to cross sector units category due to wider application. Unit replaces earlier version.
FDFOP2060 A	Operate an automated cutting process	FDFPOAC2A	Operate an automated cutting process	E	Moved to cross sector units category due to wider application. Unit replaces earlier version.
FDFOP2061 A	Use numerical applications in the workplace	FDFCORBM2 A	Use basic mathematical concepts	N	This unit has been retitled and reworked to provide coverage of both estimation and calculation to cater for different work applications and to make it clear what is meant by

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
					estimation. Unit replaces earlier version.
FDFOP2062 A	Apply work procedures to maintain integrity of product				New unit
FDFOP2063 A	Apply quality systems and procedures	FDFCORQAS 2A	Implement quality systems and procedures	E	Unit retitled 'Apply' quality systems and procedures in keeping with AQF 2 level expectations. Unit replaces earlier version.
FDFOP2064 A	Provide and apply workplace information	FDFCORWC M2A	Present and apply workplace information	N	This unit has been retitled 'Provide and apply workplace information' to clarify intended level. Performance criteria also added to cover basic communication skills. Unit replaces earlier version.
FDFOP3001 A	Control contaminants and allergens in the workplace			E	New unit
FDFOP3002 A	Set up a production or packaging	FDFZPRSP3A	Set up a production line	E	Title changed to Set up a production or

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
	line for operation		for operation		packaging line for operation. Unit replaces earlier version.
FDFOP3003 A	Operate interrelated processes in a production system	FDFZPRSYS3 A	Operate processes in a production system	N	Unit has been retitled Operate inter related processes in a production system and references to required prerequisite skills moved to application statement. Minor changes have been made to required skills and knowledge to clarify that scope includes equipment and production faults. Unit replaces earlier version.
FDFOP3004 A	Operate interrelated processes in a packaging system	FDFZPKSYS3 A	Operate processes in a packaging system	N	Unit has been retitled Operate inter related processes in a packaging system and references to required prerequisite skills moved to application statement. Minor changes have been made to

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
					required skills and knowledge to clarify that scope includes equipment and production faults. Unit replaces earlier version.
FDFOP3005 A	Prepare food products using basic cooking methods				New unit
FDFOP3006 A	Identify cultural, religious and dietary requirements for food products				New unit
FDFBK2001 A	Operate a cooling and slicing process	FDFCAKCSP2 A	Operate a cooling and slicing process	E	Unit replaces earlier version.
FDFBK2002 A	Operate a pastry forming and filling process	FDFPASFF2A	Operate a pastry forming and filling process	E	Unit replaces earlier version.
FDFBK2003 A	Manufacture rye crisp breads	FDFBISRC2A	Manufacture rye crisp breads	E	Unit replaces earlier version.
FDFBK2004 A	Manufacture wafer products	FDFBISWP2A	Manufacture wafer products	E	Unit replaces earlier version.
FDFBK2005 A	Operate a doughnut making	FDFPASMD2 A	Operate a doughnut making process	E	Unit replaces earlier version.

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
	process				
FDFBK2006 A	Operate a griddle production process	FDFPASM2 A	Operate a griddle production process	E	Unit replaces earlier version.
FDFBK2007 A	Operate a pastry production process	FDFPASM2 A	Operate a pastry production process	E	Unit replaces earlier version.
FDFBV2001 A	Operate a deaeration, mixing and carbonation process	FDFAWDMC 2A	Operate a deaeration, mixing and carbonation process	E	Unit replaces earlier version.
FDFBV2002 A	Manufacture coffee (roast and ground)	FDFTCRG2B	Manufacture coffee (roast and ground)	E	Unit replaces earlier version.
FDFBV2003 A	Operate an ice manufacturing process	FDFICIM2A	Operate an ice manufacturing process	E	Unit replaces earlier version.
FDFCON200 1A	Examine raw ingredients used in confectionery				New unit
FDFCON200 2A	Operate a boiled confectionery process	FDFCONFBS2 A	Operate a boiled confectionery process	E	Unit replaces earlier version.
FDFCON200 3A	Operate a chocolate conching process	FDFCONFCC 2A	Operate a chocolate conching process	E	Unit replaces earlier version.
FDFCON200 4A	Operate a chocolate depositing or moulding process	FDFCONF2 A	Operate a chocolate depositing/moulding process	E	Unit retitled to Operate a chocolate depositing or moulding

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
					process to remove '/'. Unit replaces earlier version.
FDFCON200 5A	Operate a confectionery depositing process	FDFCONFDP 2A	Operate a confectionery depositing process	E	Unit replaces earlier version.
FDFCON200 6A	Operate a granulation and compression process	FDFCONFGC 2A	Operate a granulation and compression process	E	Unit replaces earlier version.
FDFCON200 7A	Operate a panning process	FDFCONFPP2 A	Operate a panning process	E	Unit replaces earlier version.
FDFCON200 8A	Operate a chocolate refining process	FDFCONFRC 2A	Operate a chocolate refining process	E	Unit replaces earlier version.
FDFCON200 9A	Operate a starch moulding process	FDFCONFMS 2A	Operate a starch moulding process	E	Unit replaces earlier version.
FDFDP2001 A	Operate a butter churning process	FDFDPBC2B	Operate a butter churning process	E	Unit replaces earlier version.
FDFDP2002 A	Operate a butter oil process	FDFDPBOP2 A	Operate a butter oil process	E	Unit replaces earlier version.
FDFDP2003 A	Operate a curd production and cutting process	FDFDPCC2B	Operate a curd production and cutting process	E	Unit replaces earlier version.
FDFDP2004	Operate a	FDFDPCH2B	Operate a	E	Unit replaces

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
A	cooling and hardening process		cooling and hardening process		earlier version.
FDFDP2005 A	Operate a cheese pressing and moulding process	FDFDPCM2B	Operate a cheese pressing and moulding process	E	Unit replaces earlier version.
FDFDP2006 A	Operate a fermentation process	FDFDPPFP2B	Operate a fermentation process	E	Unit replaces earlier version.
FDFAU4001 A	Assess compliance with food safety programs	FDFFSACA	Assess compliance with food safety programs	E	Unit replaces earlier version. Scope and content is similar. However, conversion to CAT template means that additional information has been provided through the Application Statement and Evidence Guide.
FDFAU4002 A	Communicate and negotiate to conduct food safety audits	FDFFSCOMA	Communicate and negotiate to conduct food safety audits	E	As above
FDFAU4003 A	Conduct food safety audits	FDFFSCFSA	Conduct food safety audits	E	As above
FDFAU4004 A	Identify, evaluate and control food	FDFFSCHZA	Identify, evaluate and control food	E	As above

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
	safety hazards		safety hazards		
FDFAU4005 A	Audit bivalve mollusc growing and harvesting processes	FDFFSBM4A	Audit bivalve mollusc growing and harvesting processes	E	As above
FDFAU4006 A	Audit a cook chill process	FDFFSCC4A	Audit a cook chill process	E	As above
FDFAU4007 A	Audit a heat treatment process	FDFFSHT4A	Audit a heat treatment process	E	As above
FDFAU4008 A	Audit manufacturing of ready-to-eat meat products	FDFFSME4A	Audit manufacturing of ready-to-eat meat products	E	As above
FDFV2001 A	Apply hydro-cooling process to fresh produce				New unit
FDFV3001 A	Conduct chemical wash for fresh produce				New unit
FDFV3002 A	Program fresh produce grading equipment				New unit
FDFGR2001 A	Operate a liquid, mash or block stockfeed process				New unit
FDFGR2002 A	Understand mill operations and				New unit

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
	technologies				
FDFGR2003 A	Operate a grain conditioning process	FDFFMCO2B	Operate a grain conditioning process	E	Unit replaces earlier version.
FDFGR2004 A	Operate a grain cleaning process	FDFFMGC2B	Operate a grain cleaning process	E	Unit replaces earlier version.
FDFGR2005 A	Operate a purification process	FDFFMPP2B	Operate a purification process	E	Unit replaces earlier version.
FDFGR2006 A	Operate a scalping and grading process	FDFFMMSG2B	Operate a scalping and grading process	E	Unit replaces earlier version.
FDFGR2007 A	Operate a scratch and sizing process	FDFFMSS2B	Operate a scratch and sizing process	E	Unit replaces earlier version.
FDFGR2008 A	Operate a break roll process	FDFFMWB2B	Operate a break roll process	E	Unit replaces earlier version.
FDFGR2009 A	Operate a pelleting process	FDFSFPFP2	Operate a pelleting process	E	Unit replaces earlier version.
FDFGR2010 A	Handle grain in storage area				New unit. Replaces deleted imported unit FDF 98 unit RUAAG3356G RA Handle grain in storage area
FDFGR3001 A	Work with micronutrients or additions in stockfeed				New unit

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
	manufacturing processes				
FDFGR3002 A	Demonstrate knowledge of animal nutrition principles				New unit
FDFGPS2001 A	Operate a bleaching process	FDFEOBP2B	Operate a bleaching process	E	Unit replaces earlier version.
FDFGPS2002 A	Operate a complecting process	FDFEOCP2A	Operate a complecting process	E	Unit replaces earlier version.
FDFGPS2003 A	Operate a deodorising process	FDFEODP2B	Operate a deodorising process	E	Unit replaces earlier version.
FDFGPS2004 A	Operate a flake preparation process	FDFEOFL2A	Operate a flake preparation process	E	Unit replaces earlier version.
FDFGPS2005 A	Operate a fractionation process	FDFEOFP2B	Operate a fractionation process	E	Unit replaces earlier version.
FDFGPS2006 A	Operate a hydrogenation process	FDFEOHP2B	Operate a hydrogenation process	E	Unit replaces earlier version.
FDFGPS2007 A	Operate an interesterification process	FDFEOIN2B	Operate an interesterification (IE) process	E	Title changed to Operate an interesterification process. Unit replaces earlier version.
FDFGPS2008 A	Operate a neutralisation process	FDFEONP2B	Operate a neutralisation process	E	Unit replaces earlier version.
FDFGPS2009	Operate a	FDFEOSSP2A	Operate a soap	E	Unit replaces

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
A	soap splitting process		splitting process		earlier version.
FDFGPS2010 A	Operate a winterisation process	FDFEOWP2B	Operate a winterisation process	E	Unit replaces earlier version.
FDFGPS2011 A	Operate a creamed honey manufacture process	FDFHYCH2A	Operate a creamed honey manufacture process	E	Unit replaces earlier version.
FDFPPL2001 A	Participate in work teams and groups	FDFOPTTG2 A	Participate in work teams and groups	E	Unit replaces earlier version.
FDFPPL3001 A	Participate in improvement processes	FDFOPTPIP3 A	Participate in improvement processes	E	Unit replaces earlier version.
FDFPPL3002 A	Report on workplace performance	FDFOPTRWP 3A	Report on workplace performance	E	Unit replaces earlier version.
FDFPPL3003 A	Support and mentor individuals and groups	FDFOPTSM3 A	Support and mentor individuals and groups	E	Unit replaces earlier version.
FDFPPL3004 A	Lead work teams and groups	FDFOPTTG3 A	Lead work teams and groups	E	Unit replaces earlier version.
FDFPPL3005 A	Participate in an audit process	FDFOPTAP3A	Participate in an audit process	N	The prerequisite unit FDFPH2001A Apply Good Manufacturing Practice procedures has been removed from this unit as this duplicates the

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
					<p>quality unit. Advice has also been added in the application statement about application within the Pharmaceutical industry.</p> <p>FDFCORHS2 A Implement occupational health and safety systems and procedures replaced by FDFOHS200 A Participate in OHS processes as a prerequisite</p> <p>FDFOPTENV2 A Implement environmental policies and procedures replaced by MSAENV272 A Participate in environmentally sustainable work practices</p> <p>Unit replaces earlier version.</p>
FDFPPL3006 A	Establish compliance requirements for work area				New unit
FDFPPL4001 A	Manage people in the work area	FDFPMPW4 A	Manage people in the work area	E	Unit replaces earlier version.

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
FDFPPL4002 A	Plan and co-ordinate maintenance	FDFPLPCM4 A	Plan and co-ordinate maintenance	E	Unit replaces earlier version.
FDFPPL4003 A	Schedule and manage production	FDFPLSCP4A	Schedule and manage production	E	Unit replaces earlier version.
FDFPPL4004 A	Optimise a work process	FDFPIOWP4A	Optimise a work process	E	Unit replaces earlier version.
FDFPPL4005 A	Establish process capability	FDFIMEPC4A	Establish process capability	E	Unit replaces earlier version.
FDFPPL4006 A	Manage a work area within budget	FDFIMMWB4 A	Manage a work area within budget	E	Unit replaces earlier version.
FDFPPL4007 A	Manage supplier agreements and contracts	FDFPMMAC5 A	Manage supplier agreements and contracts	E	Unit replaces earlier version.
FDFPPL4008 A	Manage internal audits	FDFIMMA4A	Manage internal audits	N	Removed FDFPH2001A Apply Good Manufacturing Practice procedures as a prerequisite as this unit duplicates the quality unit. Added advice in application statement about application in Pharmaceutical industry. FDFCORHS2 A Implement occupational health and

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
					safety systems and procedures replaced by FDFOHS200 A Participate in OHS processes as a prerequisite FDFOPTENV2 A Implement environmental policies and procedures replaced by MSAENV272 A Participate in environmentally sustainable work practices Unit replaces earlier version.
FDFPPL5001 A	Design and maintain programs to support legal compliance	FDFPLDMP5 A	Design and maintain programs to support legal compliance	E	Unit replaces earlier version.
FDFPH1001 A	Follow work procedures to maintain Good Manufacturing Practice	FDFPHGMP1 A	Follow work procedures to maintain Good Manufacturing Practice	E	Unit replaces earlier version.
FDFPH2001 A	Apply Good Manufacturing Practice procedures	FDFPHGMP2 B	Implement Good Manufacturing Practice procedures	E	Retitled unit to 'Apply' Good Manufacturing Practice procedures in keeping with AQF 2 expectations. Unit replaces

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
					earlier version.
FDFPH2002 A	Operate a concentration process	FDFPHCON2 A	Operate a concentration process	E	Unit replaces earlier version.
FDFPH2003 A	Operate an extraction process	FDFPHEXT2 A	Operate an extraction process	E	Unit replaces earlier version.
FDFPH2004 A	Operate a separation process using chromatography	FDFPHSPC2A	Operate a separation process using chromatography	E	New overview of assessment and guidance for assessment sections. Unit replaces earlier version.
FDFPH2005 A	Operate an aseptic fill and seal process	FDFPHAFS2A	Operate an aseptic fill and seal process	E	This unit is based on and equivalent to FDFZPKFS2A Operate a fill and seal process. New overview of assessment and guidance for assessment sections. Unit replaces earlier version.
FDFPH2006 A	Operate an aseptic form, fill and seal process	FDFPHFFS2A	Operate an aseptic form, fill and seal process	E	Unit replaces earlier version.
FDFPH2007 A	Co-ordinate a label store	FDFPHCLS2A	Co-ordinate a label store	E	Unit replaces earlier version.
FDFPH2008 A	Operate a compressing process	FDFPHCP2B	Operate a compressing process	E	Unit replaces earlier version.

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
FDFPH2009 A	Dispense pharmaceutical raw materials	FDFPHDRM2 A	Dispense pharmaceutical raw materials	E	Unit replaces earlier version.
FDFPH2010 A	Operate an encapsulation process	FDFPHEP2B	Operate an encapsulation process	E	Unit replaces earlier version.
FDFPH2011 A	Operate a granulation process	FDFPHGP2B	Operate a granulation process	E	Unit replaces earlier version.
FDFPH2012 A	Operate a liquid manufacturing process	FDFPHLM2B	Operate a liquid manufacturing process	E	Unit replaces earlier version.
FDFPH2013 A	Operate a tablet coating process	FDFPHTC2B	Operate a tablet coating process	E	Unit replaces earlier version.
FDFPH2014 A	Operate a terminal sterilisation process	FDFPHTSP2A	Operate a terminal sterilisation process	E	Unit replaces earlier version.
FDFPH3001 A	Monitor and maintain Good Manufacturing Practice procedures	FDFPHMGMP 3A	Monitor and maintain Good Manufacturing Practice procedures	E	Unit replaces earlier version.
FDFPH4001 A	Prepare and review workplace documentation to support Good Manufacturing Practice	FDFPHRWD4 A	Prepare and review workplace documentation to support Good Manufacturing Practice	E	Unit replaces earlier version.
FDFPH4002 A	Facilitate and monitor Good Manufacturing	FDFPHGMP4 A	Facilitate and monitor Good Manufacturing	E	Unit replaces earlier version.

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
	g Practice		Practice		
FDFPH4003 A	Facilitate contamination control	FDFPHFCC4A	Facilitate contamination control	E	Unit replaces earlier version.
FDFPH4004 A	Participate in change control procedures	FDFPHCCP4A	Participate in change control procedures	E	Unit replaces earlier version.
FDFPH4005 A	Participate in validation processes	FDFPHVP4A	Participate in validation processes	E	Unit replaces earlier version.
FDFPH4006 A	Respond to non-conformance	FDFPHRNC4A	Respond to non-conformance	E	Unit replaces earlier version.
FDFPB3001 A	Operate a dough mixing process	FDFPBBDM3A	Operate a dough mixing process	E	Unit replaces earlier version.
FDFPB3002 A	Operate a final proof and baking process	FDFPBFBP3A	Operate a final proof and baking process	E	Unit replaces earlier version.
FDFPB3003 A	Operate a dough make up process	FDFPBBMU3A	Operate a dough make up process	E	Unit replaces earlier version.
FDFPO2001 A	Operate a dicing, stripping or mincing process	FDFPODM2B	Operate a dicing/stripping or mincing process	E	Retitled Operate a dicing, stripping or mincing process to remove '/'. Unit replaces earlier version.
FDFPO2002 A	Operate an evisceration process	FDFPOEP2B	Operate an evisceration process	E	Unit replaces earlier version.

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
FDFPO2003 A	Grade carcass	FDFPOGC2B	Grade carcass	E	Unit replaces earlier version.
FDFPO2004 A	Harvest edible offal	FDFPOHE2A	Harvest edible offal	E	Unit replaces earlier version.
FDFPO2005 A	Operate a marinade injecting process	FDFPOOIM2 A	Operate a marinade injecting process	E	Unit replaces earlier version.
FDFPO2006 A	Operate a washing and chilling process	FDFPOOWC2 A	Operate a washing and chilling process	E	Unit replaces earlier version.
FDFPO2007 A	Operate the bird receival and hanging process	FDFPORH2A	Operate the bird receival and hanging process	E	Unit replaces earlier version.
FDFPO2008 A	Operate a stunning, killing and defeathering process	FDFPOSK2B	Operate a stunning, killing and defeathering process	E	Unit replaces earlier version.
FDFPO2009 A	Work in an egg grading floor				New unit
FDFPO2010 A	Operate egg grading and packing floor equipment				New unit
FDFPO3001 A	Operate a chickway system	FDFPOCWS3 A	Operate a chickway system	E	Unit replaces earlier version.
FDFPO3002 A	Debone and fillet product (manually)	FDFPODF3B	Debone and fillet product (manually)	E	Unit replaces earlier version.
FDFRB1001	Finish	FDFRFBFP1B	Finish products	E	Unit replaces

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
A	products				earlier version.
FDFRB2001 A	Form and fill pastry products	FDFRBFF2B	Form and fill pastry products	E	Unit replaces earlier version.
FDFRB2002 A	Prepare fillings	FDFRBPF2B	Prepare fillings	E	Unit replaces earlier version.
FDFRB2003 A	Produce meringue-based products	FDFRBPM2B	Produce meringue-based products	E	Unit replaces earlier version.
FDFRB2004 A	Provide production assistance for bread products			E	New unit targeting assistant trade level skills for Certificate II in Retail Baking.
FDFRB2005 A	Provide assistance in cake, pastry and biscuit production			E	New unit targeting assistant trade level skills for Certificate II in Retail Baking.
FDFRB3001 A	Produce pastry	FDFRBPP2B	Produce pastry	N	Content from Produce choux pastry now included in this unit. Unit coded with AQF 3 description to reflect packaging level. Unit replaces earlier version.
FDFRB3002 A	Produce bread dough	FDFRBPD2B	Produce bread dough	N	Unit now includes some content from FDFRBPY2B Produce

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
					yeast-raised products. Reference to specifications also strengthened. Unit coded with AQF 3 description to reflect packaging level. Unit replaces earlier version.
FDFRB3003 A	Produce sponge, cake and cookie batter	FDFRBPC2B	Produce sponge, cake and cookie batter	E	Unit coded with AQF 3 description to reflect packaging level. Unit replaces earlier version.
FDFRB3004 A	Decorate cakes and cookies	FDFRBDC2B	Decorate cakes and cookies	E	Unit coded with AQF 3 description to reflect packaging level. Unit replaces earlier version.
FDFRB3005 A	Bake bread	FDFRBBC2B	Bake bread	E	Unit coded with AQF 3 description to reflect packaging level. Unit replaces earlier version.
FDFRB3006 A	Bake sponges, cakes and cookies	FDFRBBC2B	Bake sponges, cakes and cookies	E	Unit coded with AQF 3 description to reflect

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
					packaging level. Unit replaces earlier version.
FDFRB3007 A	Bake pastry products	FDFRB2B	Bake pastry products	E	Unit coded with AQF 3 description to reflect packaging level. Unit replaces earlier version.
FDFRB3008 A	Store, handle and use frozen dough				New unit based on Handle frozen dough
FDFRB3009 A	Retard dough	FDFRB2B	Retard dough	E	Unit coded with AQF 3 description to reflect packaging level. Unit replaces earlier version.
FDFRB3010 A	Process dough			N	New unit. Integrates content from FDFRB2B Scale and mould dough for intermediate proof and FDFRBFM2B Conduct final mould and final proof Unit coded with AQF 3 description to reflect packaging

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
					level.
FDFRB3011 A	Diagnose and respond to product and process faults (bread)	FDFRBDPB3 A	Diagnose and respond to product and process faults (bread)	N	Unit code changed to reflect AQF 3 packaging level. Prerequisites added to reflect required skill and knowledge to complete this unit, in accordance with FDFRB3012A Diagnose and respond to product and process faults (pastry, cake and cookies). Unit replaces earlier version.
FDFRB3012 A	Diagnose and respond to product and process faults (pastry, cake and cookies)	FDFRBDPC3 A	Diagnose and respond to product and process faults (pastry, cake and cookies)	E	Unit coded with AQF 3 description to reflect packaging level. Unit replaces earlier version.
FDFRB3013 A	Produce artisan breads	FDFRBAB3A	Produce artisan breads	N	Unit coded with AQF 3 description to reflect packaging level. FDFRB3010A Process Dough replaces Conduct final mould and

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
					<p>final proof and FDFRBSM2B Scale and mould dough for intermediate proof as prerequisite</p> <p>FDFRBPY2B Produce yeast-raised products removed as prerequisite</p> <p>Unit replaces earlier version.</p>
FDFRB3014 A	Produce sweet yeast products			N	<p>This new unit is a rework of previous FDF03 unit FDFRBPY2B Produce yeast-raised products to now target sweet yeast products.</p> <p>Unit coded with AQF 3 description to reflect packaging level.</p> <p>Unit replaces earlier version.</p>
FDFRB3015 A	Produce and decorate gateaux and tortes	FDFRBGT3A	Produce and decorate gateaux and tortes	N	<p>Unit FDFRBCP2B Produce choux pastry removed as prerequisite as this unit has been deleted</p>

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
					and incorporated into FDFRB3001A Produce pastry. Unit replaces earlier version.
FDFRB3016 A	Plan and schedule production for retail bakery	FDFRBSP3B	Plan and schedule production	E	Retitled to Plan and schedule production for retail bakery Unit coded with AQF 3 description to reflect packaging level. Unit replaces earlier version.
FDFRB3017 A	Participate in product development	FDFRBPD3B	Participate in product development	E	Addition of reference to need to comply with legal requirements. Unit coded with AQF 3 description to reflect packaging level. Unit replaces earlier version.
FDFTEC3001 A	Participate in a HACCP team	FDFOPTHCP3 A	Participate in a HACCP team	E	Unit replaces earlier version. This unit may be reviewed further as part of the Agrifood Skills review of all food safety units.

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
FDFTEC3002 A	Implement the pest prevention program	FDFOPTIPP3 A	Implement the pest prevention program	E	Unit replaces earlier version.
FDFTEC3003 A	Apply raw materials, ingredient and process knowledge to production problems	FDFZPRIPK3 A	Apply raw materials/ingredient and process knowledge	E	Title changed to Apply raw material, ingredient and process knowledge to production problems to more correctly reflect content. Unit replaces earlier version.
FDFTEC4001 A	Determine handling processes for perishable food items				New unit
FDFTEC4002 A	Manage controlled atmosphere storage				New unit
FDFTEC4003 A	Control food contamination and spoilage	FDFTECCCS4 A	Control food contamination and spoilage	E	Unit replaces earlier version.
FDFTEC4004 A	Apply basic process engineering principles to food processing	FDFTECENG 4A	Apply basic engineering principles to a food production process	N	Title changed to Apply basic process engineering principles to food processing to accurately reflect intention and scope. Other changes made

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
					to clarify extent of basic engineering knowledge required. Unit replaces earlier version.
FDFTEC4005 A	Apply an understanding of food additives	FDFTECFAD4 A	Apply an understanding of food additives	E	Unit replaces earlier version.
FDFTEC4006 A	Apply an understanding of legal requirements of food production	FDFTECLEG4 A	Apply an understanding of legal requirements of food production	E	Unit replaces earlier version.
FDFTEC4007 A	Describe and analyse data using mathematical principles	FDFTECNUM 4A	Describe and analyse data using mathematical principles	E	Unit replaces earlier version.
FDFTEC4008 A	Apply principles of food packaging	FDFTECPAK4 A	Apply principles of food packaging	E	Unit replaces earlier version.
FDFTEC4009 A	Identify the physical and chemical properties of materials, food and related products	FDFTECPSC4 A	Identify the physical and chemical properties of materials, food and related products	E	Unit replaces earlier version.
FDFTEC4010 A	Manage water treatment processes	FDFTECWTP 4A	Manage water treatment processes	E	Unit replaces earlier version.
FDFTEC4011	Participate in	FDFTECPPR4	Participate in	E	Unit replaces

FDF10 code	FDF10 title	Old code	Old unit title	Equivalence	Mapping details
A	product recalls	A	product recalls		earlier version.
FDFTEC5001 A	Manage and evaluate new product trials	FDFTECPT5A	Manage and evaluate new product trials	E	Unit replaces earlier version.
FDFTEC5002 A	Manage utilities and energy for a production process	FDFTECUTE5 A	Manage utilities and energy for a production process	E	Unit replaces earlier version.

- **FDF03 Units that have been deleted in FDF10**

FDF03 Unit code	FDF03 Unit title	Comment
FDFCORHS1A	Follow work procedures to maintain health and safety	Unit deleted and replaced with new national OHS standard unit FDFOHS1001A Work Safely.
FDFCORHS2A	Implement occupational health and safety systems and procedures	Unit deleted and replaced with new national OHS standard unit FDFOHS2001A Participate in OHS processes
FDFCORHS3A	Monitor the implementation of occupational health and safety policies and procedures	Unit deleted and replaced with new national OHS standard unit FDFOHS3001A Contribute to OHS processes
FDFPMOHS4A	Manage the implementation of occupational health and safety policies and procedures in the workplace	Unit deleted and replaced with new national OHS standard unit FDFOHS4001A Maintain OHS processes
FDFOPTENV1A	Follow work procedures to maintain environmental standards	This unit has been deleted and replaced with newly developed guideline unit MSAENV272A Participate in environmentally sustainable work practices which more specifically targets environmental procedures at this level

FDFOPTENV2A	Implement environmental policies and procedures	This unit has been deleted and replaced with newly developed guideline unit MSAENV272A Participate in environmentally sustainable work practices which more specifically target environmental procedures at this level
FDFOPTENV3A	Monitor the implementation of environmental management policies	This unit has been deleted and replaced with newly developed guideline unit MSAENV272A Participate in environmentally sustainable work practices which more specifically target environmental procedures at this level
FDFTECENV4A	Manage the implementation of environmental management policies and procedures in the workplace	This unit has been deleted and replaced with newly developed guideline unit MSAENV472A Implement and monitor environmentally sustainable work practices which more specifically targets environmental procedures at this level:
FDFPMOHS4A	Manage the implementation of occupational health and safety policies and procedures in the workplace	Unit deleted and replaced by new unit: FDFOHS4001A Maintain OHS processes
FDFRBCP2B	Produce choux pastry	Unit deleted. Content now covered within unit FDFRB3001A Produce Pastry.
FDFRBFM2B	Conduct final mould and final proof	Unit deleted. Unit deleted. Content merged into new unit titled FDFRB3010A Process Dough with content from FDFRBSM2B Scale and mould dough for intermediate proof.
FDFRBSM2B	Scale and mould dough for intermediate proof	Unit deleted. Content merged into new unit titled FDFRB3010A Process Dough with content from FDFRBFM2B Conduct final mould and final proof.
FDFRBPY2B	Produce yeast-raised products	Unit deleted. Sweet yeast products now covered in

		FDFRB3014A Produce sweet yeast products.
FDFPHFIL2A	Operate a filtration process using diatomaceous earth	Unit deleted based on industry consultation
FDFPBW1A	Participate effectively in a workplace environment (plant baking)	Unit Deleted – content now covered in FDFOP1007A Participate effectively in a workplace environment

Mapping to Previous Training Package

Imported units	Origin	Notes
BSBATSIM507B Establish and maintain a strategic planning cycle	BSB07	
BSBCOM502B Evaluate and review compliance	BSB07	
BSBCOM503B Develop processes for the management of breaches in compliance requirements	BSB07	
BSBCUS301A Deliver and monitor a service to customers	BSB07	
BSBFIM501A Manage budgets and financial plans	BSB07	
BSBHRM402A Recruit, select and induct staff	BSB07	
BSBINN301A Promote innovation in a team environment	BSB07	
BSBITU201A Produce simple word processed documents	BSB07	
BSBITU202A Create and use spreadsheets	BSB07	
BSBLED401A Develop teams and individuals	BSB07	
BSBMGT401A Show leadership in the workplace	BSB07	
BSBMGT402A Implement operational plan	BSB07	
BSBMGT403A Implement continuous improvement	BSB07	
BSBMGT502B Manage people performance	BSB07	
BSBMGT515A Manage operational plan	BSB07	

Mapping to Previous Training Package

BSBMGT516A Facilitate continuous improvement	BSB07
BSBMKG501B Identify and evaluate marketing opportunities	BSB07
BSBMKG507A Interpret market trends and developments	BSB07
BSBMKG514A Implement and monitor marketing activities	BSB07
BSBOHS503B Assist in the design and development of OHS participative arrangements	BSB07
BSBPMG510A Manage projects	BSB07
BSBRES401A Analyse and present research information	BSB07
BSBSMB301A Investigate micro business opportunities	BSB07
BSBSMB401A Establish legal and risk management requirements of small business	BSB07
BSBSMB402A Plan small business finances	BSB07
BSBSMB403A Market the small business	BSB07
BSBSMB404A Undertake small business planning	BSB07
BSBSMB405A Monitor and manage small business operations	BSB07
BSBSMB406A Manage small business finances	BSB07
BSBSMB407A Manage a small team	BSB07
BSBWOR204A Use business technology	BSB07
BSBWOR401A Establish effective workplace relationships	BSB07
BSBWOR402A Promote team effectiveness	BSB07
BSBWOR403A Manage stress in the workplace	BSB07
BSBWOR404A Develop work priorities	BSB07
BSBWOR502A Ensure team effectiveness	BSB07
BSBWRT301A Write simple documents	BSB07
BSBWRT401A Write complex documents	BSB07

Mapping to Previous Training Package

HLTFA201A Provide basic emergency life support	HLT07
HLTFA301B Apply first aid	HLT07
LMTGN3007B Monitor and operate trade waste process	LMT07
MEM13003B Work safely with industrial chemicals and materials	MEM05
MEM15001B Perform basic statistical quality control	MEM05
MSACMC210A Manage the impact of change on own work	MSA07
MSACMC410A Lead change in a manufacturing environment	MSA07
MSACMC411A Lead a competitive manufacturing team	MSA07
MSACMC413A Lead team culture improvement	MSA07
MSACMC610A Manage relationships with non-customer external organisations	MSA07
MSACMC611A Manage people relationships	MSA07
MSACMC612A Manage workplace learning	MSA07
MSACMC613A Facilitate holistic culture improvement in a manufacturing enterprise	MSA07
MSACMC614A Develop a communications strategy to support production	MSA07
MSACMS200A Apply competitive manufacturing practices	MSA07
MSACMS201A Sustain process improvements	MSA07
MSACMS400A Implement a competitive manufacturing system	MSA07
MSACMS401A Ensure process improvements are sustained	MSA07
MSACMS405A Lead a manufacturing team using a balanced score card approach	MSA07
MSACMS600A Develop a competitive manufacturing system	MSA07
MSACMS604A Manage competitive manufacturing processes in a jobbing shop environment	MSA07
MSACMS605A Develop a balanced score card for use in competitive	MSA07

Mapping to Previous Training Package

manufacturing

MSACMS606A Introduce competitive manufacturing to a small or medium enterprise	MSA07
MSACMT221A Apply Just in Time (JIT) procedures	MSA07
MSACMT230A Apply cost factors to work practices	MSA07
MSACMT231A Interpret product costs in terms of customer requirements	MSA07
MSACMT240A Apply 5S procedures in a manufacturing environment	MSA07
MSACMT250A Monitor process capability	MSA07
MSACMT251A Apply quality standards	MSA07
MSACMT260A Use planning software systems in manufacturing	MSA07
MSACMT261A Use SCADA systems in manufacturing	MSA07
MSACMT280A Undertake root cause analysis	MSA07
MSACMT281A Contribute to the application of a proactive maintenance strategy	MSA07
MSACMT421A Facilitate a Just in Time (JIT) system	MSA07
MSACMT423A Monitor a manufacturing levelled pull system	MSA07
MSACMT430A Improve cost factors in work practices	MSA07
MSACMT432A Analyse manual handling processes	MSA07
MSACMT440A Lead 5S in a manufacturing environment	MSA07
MSACMT441A Facilitate continuous improvement in manufacturing	MSA07
MSACMT450A Undertake process capability improvements	MSA07
MSACMT451A Mistake proof a production process	MSA07
MSACMT452A Apply statistics to processes in Manufacturing	MSA07
MSACMT453A Use six sigma techniques	MSA07
MSACMT460A Facilitate the use of planning software systems in	MSA07

Mapping to Previous Training Package

manufacturing

MSACMT461A Facilitate SCADA systems in a manufacturing team or work area	MSA07
MSACMT481A Undertake proactive maintenance analyses	MSA07
MSACMT482A Assist in implementing a proactive maintenance strategy	MSA07
MSACMT483A Support proactive maintenance	MSA07
MSACMT620A Develop quick changeover procedures	MSA07
MSACMT622A Design a process layout	MSA07
MSACMT623A Develop a levelled pull system of manufacturing	MSA07
MSACMT630A Optimise cost of product	MSA07
MSACMT632A Analyse cost implications of maintenance strategy	MSA07
MSACMT640A Manage 5S system in a manufacturing environment	MSA07
MSACMT650A Determine and improve process capability	MSA07
MSACMT660A Develop the application of enterprise systems in manufacturing	MSA07
MSACMT661A Determine and establish information collection requirements and processes	MSA07
MSACMT662A Develop a documentation control strategy for a manufacturing enterprise	MSA07
MSACMT670A Develop and manage sustainable energy practices	MSA07
MSACMT671A Develop and manage sustainable environmental practices	MSA07
MSACMT675A Facilitate the development of a new product	MSA07
MSACMT681A Develop a proactive maintenance strategy	MSA07
MSACMT682A Adapt a proactive maintenance strategy to the process manufacturing sector	MSA07
MSACMT683A Adapt a proactive maintenance strategy for a seasonal or cyclical manufacturing operation	MSA07

Mapping to Previous Training Package

MSAENV272A Participate in environmentally sustainable work practices	MSA07
MSAENV472A Implement and monitor environmentally sustainable work practices	MSA07
MSAPMOPS400A Optimise process/plant area	MSA07
MSAPMOPS405A Identify problems in fluid power system	MSA07
MSAPMOPS406A Identify problems in electronic control systems	MSA07
MSAPMPER201A Monitor and control work permits	MSA07
MSAPMPER300A Issue work permits	MSA07
MSAPMPER400A Coordinate permit process	MSA07
MSAPMSUP303A Identify equipment faults	MSA07
MSAPMSUP310A Contribute to the development of plant documentation	MSA07
MSAPMSUP330A Develop and adjust a production schedule	MSA07
MSAPMSUP390A Use structured problem solving tools	MSA07
MSL922011A Record and present data	MSL09
MSL973001A Perform basic tests	MSL09
MTMMP11C Sharpen knives	MTM07
MTMP2006A Apply animal welfare and handling requirements	MTM07
MTMP2197B Clean after operations – boning room	MTM07
MTMPSR201B Vacuum pack product	MTM07
MTMR308B Prepare and produce value-added products	MTM07
PMBPROD211B Operate blow moulding equipment	PMB07
PMBPROD270B Operate injection blow moulding equipment	PMB07
RTE2212A Prepare grain storages	RTE03
RTE4029A Assess olive oil for style and quality	RTE03

Mapping to Previous Training Package

RTE4914A Participate in an e-business supply chain	RTE03
SIRRMER004A Prepare and display bakery products	SIR07
SIRXCCS001A Apply point-of-sale handling procedures	SIR07
SIRXCCS002A Interact with customers	SIR07
SIRXFIN001A Balance point-of-sale terminal	SIR07
SIRXFIN002A Perform retail finance duties	SIR07
SIRXICT001A Operate retail technology	SIR07
SIRXINV001A Perform stock control procedures	SIR07
SIRXINV002A Maintain and order stock	SIR07
SIRXMER001A Merchandise products	SIR07
SIRXRSK001A Minimise theft	SIR07
SIRXRSK002A Maintain store security	SIR07
SIRXSLS001A Sell products and services	SIR07
SIRXSLS002A Advise on products and services	SIR07
SITHCCC022A Prepare chocolate and chocolate confectionery	SIT07
SITHFAB012A Prepare and serve espresso coffee	SIT07
SITHPAT007A Prepare and display petits fours	SIT07
SITHPAT008A Prepare and model marzipan	SIT07
SITHPAT010A Prepare and display sugar work	SIT07
SUGPOBB2A Operate a boiler – basic	SUG02
SUGPWWT2A Operate a waste water treatment system	SUG02
TAEDEL301A Provide work skill instruction	TAE10
TAEASS401A Plan assessment activities and processes	TAE10
TAEASS402A Assess competence	TAE10

Mapping to Previous Training Package

TAEASS403A Participate in assessment validation	TAE10
TAEDES401A Design and develop learning programs	TAE10
TAEASS502A Design and develop assessment tools	TAE10
TLIA1407C Use product knowledge to complete work operations	TLI07
TLIA1507C Complete receipt / despatch documentation	TLI07
TLIA1607C Use inventory systems to organise stock control	TLI07
TLIA1807C Organise despatch operations	TLI07
TLIA1907C Organise receipt operations	TLI07
TLIA2107C Despatch stock	TLI07
TLIA2507D Regulate temperature controlled stock	TLI07
TLIA2607C Monitor storage facilities	TLI07
TLIA3807B Control and order stock	TLI07
TLIA3907B Receive and store stock	TLI07
TLIA907D Complete and check import/export documentation	TLI07
TLID1007C Operate a forklift	TLI07
TLID207C Shift a load using manually-operated equipment	TLI07
TLID307D Handle dangerous goods/hazardous substances	TLI07
TLID407C Load and unload goods/cargo	TLI07
TLIJ307C Apply grain protection measures	TLI07
TLIJ407C Implement grain monitoring measures	TLI07
TLIK107C Use infotechnology devices and computer applications in the workplace	TLI07

Overview

What is a Training Package?

A Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.

Each Training Package:

- provides a consistent and reliable set of components for training, recognising and assessing peoples skills, and may also have optional support materials
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- encourages the development and delivery of flexible training which suits individual and industry requirements
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

How do Training Packages fit within the National Skills Framework?

The National Skills Framework applies nationally, is endorsed by the Ministerial Council for Vocational and Technical Education, and comprises the Australian Quality Training Framework 2010 (AQTF 2010), and Training Packages endorsed by the National Quality Council (NQC).

How are Training Packages developed?

Training Packages are developed by Industry Skills Councils or enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement of Training Packages, developers must provide evidence of extensive research, consultation and support within the industry area or enterprise.

How do Training Packages encourage flexibility?

Training Packages describe the skills and knowledge needed to perform effectively in the workplace without prescribing how people should be trained. Training Packages acknowledge that people can achieve vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it. For example, some experienced workers might be able to demonstrate competency against the units of competency, and even gain a qualification, without completing a formal training program.

With Training Packages, assessment and training may be conducted at the workplace, off-the-job, at a training organisation, during regular work, or through work experience, work placement, work simulation or any combination of these.

Who can deliver and assess using Training Packages?

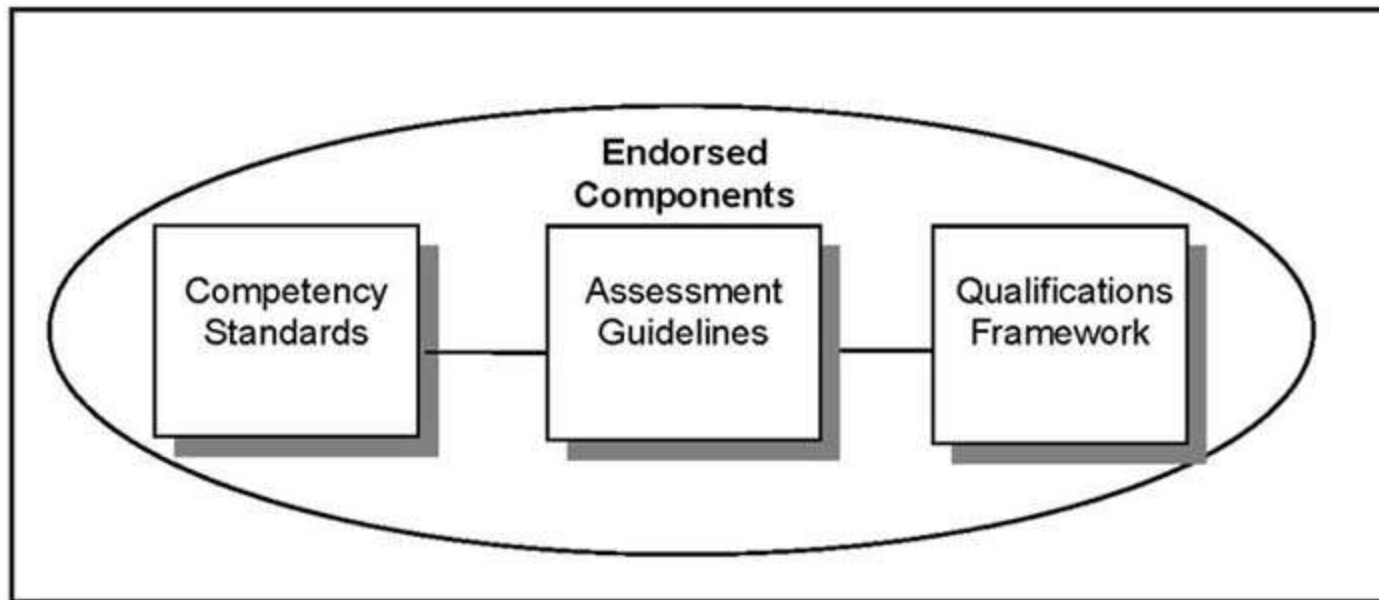
Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO, as specified in the AQTF 2010.

Training Package Components

Training Packages are made up of mandatory components endorsed by the NQC, and optional support materials.

Training Package Endorsed Components

The nationally endorsed components include the Competency Standards, Assessment Guidelines and Qualifications Framework. These form the basis of training and assessment in the Training Package and, as such, they must be used.



Competency Standards

Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy; and occupational health and safety requirements. The units of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Assessment Guidelines

The Assessment Guidelines provide an industry framework to ensure all assessments meet industry needs and nationally agreed standards as expressed in the Training Package and the AQTF 2010. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

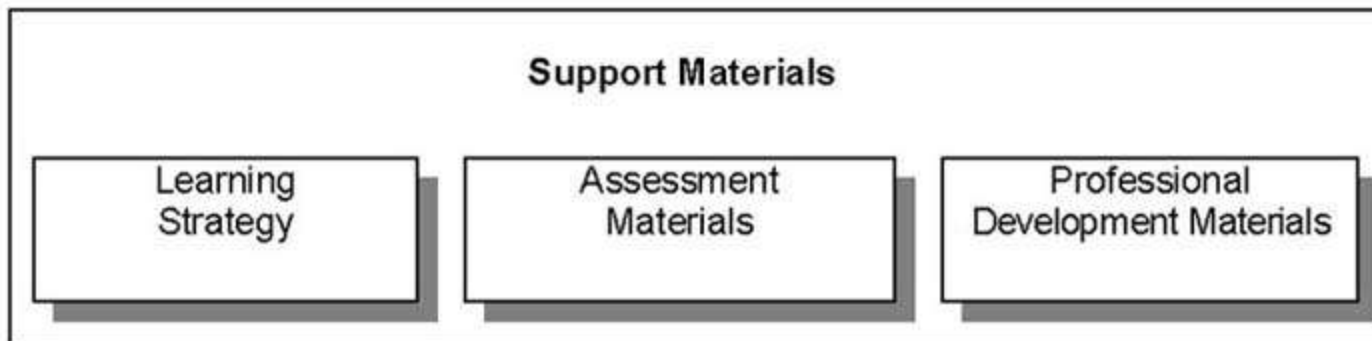
Qualifications Framework

Each Training Package provides details of those units of competency that must be achieved to award AQF qualifications. The rules around which units of competency can be combined to make up a valid AQF qualification in the Training Package are referred to as the "packaging rules". The packaging rules must be followed to ensure the integrity of nationally recognised qualifications issued.

Training Package Support Materials

The endorsed components of Training Packages are complemented and supported by optional support materials that provide for choice in the design of training and assessment to meet the needs of industry and learners.

Training Package support materials can relate to single or multiple units of competency, an industry sector, a qualification or the whole Training Package. They tend to fall into one or more of the categories illustrated below.



Training Package support materials are produced "by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and Government agencies.

Where such materials have been quality assured through a process of "noting" by the NQC, they display the following official logo. Noted support materials are listed on the National Training Information Service (NTIS), together with a detailed description and information on the type of product and its availability < www.ntis.gov.au>.



It is not compulsory to submit support materials for noting; any resources that meet the requirements of the Training Package can be used.

Training Package, Qualification and Unit of Competency Codes

There are agreed conventions for the national codes used for Training Packages and their components. Always use the correct codes, exactly as they appear in the Training Package, **and with the code always before the title.**

Training Package Codes

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example FDF10. The first three characters are letters identifying the Training Package industry coverage and the last two characters are numbers identifying the year of endorsement.

Qualification Codes

Within each Training Package, each qualification has a unique eight-character code, for example FDF10110. Qualification codes are developed as follows:

- the first three letters identify the Training Package;
 - the first number identifies the qualification level (noting that, in the qualification titles themselves, arabic numbers are **not** used);
 - the next two numbers identify the position in the sequence of the qualification at that level;
- and

- the last two numbers identify the year in which the qualification was endorsed. (Where qualifications are added after the initial Training Package endorsement, the last two numbers may differ from other Training Package qualifications as they identify the year in which those particular qualifications were endorsed.)

Unit of Competency Codes

Within each Training Package, each unit of competency has a unique code. Unit of competency codes are assigned when the Training Package is endorsed, or when new units of competency are added to an existing endorsed Training Package. Unit codes are developed as follows:

- a typical code is made up of 12 characters, normally a mixture of uppercase letters and numbers, as in FDFAU4001A;
- the first three characters signify the Training Package - FDF10 - in the above example and up to eight characters, relating to an industry sector, function or skill area, follow;
- the last character is always a letter and identifies the unit of competency version. An "A" at the end of the code indicates that this is the original unit of competency. "B", or another incremented version identifier means that minor changes have been made. Typically this would mean that wording has changed in the range statement or evidence guide, providing clearer intent; and
- where changes are made that alter the outcome, a new code is assigned and the title is changed.

Training Package, Qualification and Unit of Competency Titles

There are agreed conventions for titling Training Packages and their components. Always use the correct titles, exactly as they appear in the Training Package, and with the code always placed before the title.

Training Package Titles

The title of each endorsed Training Package is unique and relates the Training Packages broad industry coverage.

Qualification Titles

The title of each endorsed Training Package qualification is unique. Qualification titles use the following sequence:

- first, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma, Vocational Graduate Certificate, or Vocational Graduate Diploma;
- this is followed by the words "in" for Certificates I to IV, and "of" for Diploma, Advanced Diploma, Vocational Graduate Certificate and Vocational Graduate Diploma;
- then, the industry descriptor, for example Telecommunications; and
- then, if applicable, the occupational or functional stream in brackets, for example (Computer Systems).

For example:

- FDF10110 Certificate I in Food Processing

Unit of Competency Titles

Each unit of competency title is unique. Unit of competency titles describe the competency outcome concisely, and are written in sentence case.

For example:

- FDFAU4001A Assess compliance with food safety programs

Historical and General Information

Historical and General Information

The initial food processing industry training package, FDF98, was developed in 1998 under the auspices of the National Food Industry Training Council and funded by the Australian National Training Authority (ANTA).

FDF98 aimed to improve the domestic and international competitiveness, productivity, and profitability of the industry by strengthening the competence of the workforce. It incorporated a wide range of industry sectors and offered training pathways across 18 direct entry qualifications.

In 2003 the training package underwent a review with significant updates made to the organisation of units, and expansion of options into more technical outcomes and qualifications at the Certificate IV and Diploma levels.

In mid-2008 AgriFood Skills Australia held initial consultations to determine the major issues and experiences with delivery of the FDF03 Food Processing Training Package. The initial consultations included State Training Authorities, State ITABs, major employer organisations and unions and major RTOs. These consultations indicated dissatisfaction with the complexity of the FDF03 qualification packaging rules and a desire to improve the overall layout of the Training Package. There was general satisfaction with the coverage of skills and sectors with recognition that some new units were needed especially at the AQF III level for senior operators.

Overall supervision of the Project has been the responsibility of the AgriFood Skills Australia Food Standing Committee as shown in Appendix A.

FDF10 now incorporates changes to the presentation of units and qualifications and addition of content, in order to comply with current training package guidelines and improve the training package layout and outcomes. Further changes have been made to broaden and update the scope of coverage through new and updated units.

Some qualifications and units of competency currently endorsed as part of FDF03 are not covered by the submission. These qualifications and their unique units are being reviewed on a separate timeframe and will be submitted later in 2010 as a variation to the new FDF10 Food Processing Training Package. This later submission will cover reviewed wine units and qualifications, new units and qualifications in food safety, food science and technology, reviewed food safety and food safety auditing units and qualifications, and new units and qualifications in advanced baking, flour milling, malting and brewing and cheesemaking.

The currently endorsed qualifications that will be the subject of a later variation are shown below.

Code	Qualification	Comment
FDF10403	Certificate I in Food Processing (Wine)	At industry request the review of the

		wine qualifications is being undertaken to a different timetable than the review of other existing FDF qualifications. This is to allow for greater alignment to State wine association processes.
FDF20403	Certificate II in Food Processing (Wine)	As above
FDF30403	Certificate III in Food Processing (Wine)	As above
FDF41007	Certificate IV in Food Processing (Food Safety Auditing)	The commencement of the review of the Food Safety Auditing qualifications as well as the review of the Food Safety units was delayed to a review by Food Safety Authorities of the JASANZ Food Standards code. This review has now been completed and a review of these qualifications and units of competency has commenced.
FDF51007	Diploma of Food Processing (Diploma of Food Safety Auditing)	See above

The FDF10 Food Processing Training Package has resulted in the following amendments to the FDF03 version.

New Industry Sectors	
Qualifications	<p>17 qualifications – comprised of 16 revised and 1 new qualifications.</p> <p>Amendments include:</p> <p>Replacement of sector-based Certificate I qualifications in Plant Baking and Retail Baking with 1 generic Certificate I qualification in Food Processing</p> <p>Addition of Certificate II in Retail Baking Assistance</p> <p>Deletion of Certificate II in Food Processing (Plant Baking)</p> <p>Addition of sustainability unit as core requirement in all qualifications</p> <p>Adjustment to required number of units to reflect current pathway requirements from Certificate II to Certificate III and</p>

	<p>inclusion of sustainability units</p> <p>New presentation of packaging rules to simplify requirements and ensure compliance with current practice.</p>
Skill Sets	<ul style="list-style-type: none"> No Skill Sets have been developed for the FDF10 Food Processing Training Package
Units of Competency	<p>240 FDF coded units [including 30 new units] and 171 imported units.</p> <p>Unit revisions and development included:</p> <ul style="list-style-type: none"> Conversion to compliant templates and addition of new sections: <ul style="list-style-type: none"> Application statement Overview of assessment Guidance information for assessment Critical aspects of assessment <ul style="list-style-type: none"> explicit embedding of sustainability skills to ensure appropriate and meaningful inclusion coverage of communication skills and ability to work in a culturally diverse workplace replacement of FDF OHS units with 6 new national OHS guideline units individual unit upgrades as identified in the mapping document inclusion of competitive manufacturing units revision of imported units, updating to latest versions and introduction of new units where required.

Code changes

The FDF03 Training Packages units of competency were coded according to a system where:

For ABCxyzccDA

ABC was the TP identifier [FDF],

Xy/z represented the industry sector,

Cc/c reflected the unit title,

D represented the initial alignment of the unit in a qualification and

A was the unit version.

Example: FDFDPBF2B

For the FDF10 Training Package the units are coded according to the Training Package Developers Handbook policy and use the following form – FDFCATxyzA where FDF is the Training Package identifier
CAT is the industry sector
x represents the initial alignment of the unit in a qualification,
yz is the unit number and
A is the unit version.

Units of competency in the FDF10 Food Processing Training Package have been allocated to unit categories. They are:

AU = Food safety auditing
BK = Baking - biscuits / cakes / pastry
BV = Beverages - aerated waters/coffee/ice
CON = Confectionary
DP = Dairy processing
FS = Food Safety
FV = Fruit and vegetable
GR = Grain processing – stock feed, flour milling, grain processing
GPS = Grocery products and supplies - edible oils and fats/honey
OHS = Occupational Health & Safety
OP = Cross sector operational skills
PB = Plant baking
PH = Pharmaceutical & complimentary
PO = Poultry
PPL = Cross sector skills targeting people, planning and logistics – information management, people management/work relationships, process improvement
RB = Retail baking
TEC = Technical

Addition of mandatory sustainability units

The core requirements in all qualifications now include a sustainability unit.

Impact of changes

In most instances sustainability will be incorporated into technical skill development activity and as such will not significantly impact on training delivery requirements. However there will be additional focus required to ensure that all outcomes from the Food Processing Training Package include a fundamental understanding of sustainability concepts and how they relate to specific work activity.

Introduction to the Industry

Introduction to the Industry

The ‘Food Processing industry’ covered by the FDF10 training package includes a diverse range of sectors engaged in the production of human and animal food, pharmaceuticals and beverages. Together they form Australia’s largest manufacturing industry with total sales of

Introduction to the Industry

over \$100 billion and consistently account for more than 21 per cent of manufacturing industry employment.

Food Processing enterprises span from micro operations to large-scale manufacturing plants and are established across metropolitan and rural Australia. In 2010 the industry involved over 224,000 employees, 40 per cent of which are located in non-metropolitan areas. Over 1,900 wineries and 7,950 vineyards add to this picture, with the pharmaceutical sector employing approximately 14,000 workers and turning over \$8.8 billion a year.

Job pathways in the industry typically start at entry level operator or support functions, through a wide application of operator and senior production positions which include specialist technical expertise and supervisory roles. Experienced workers may continue their development to specialist food science and technology outcomes or managerial positions.

Sectors covered by the training package include:

- Baking (including large scale production of cakes, pastry, bread, biscuits and plant baking)
- Beverages (including juices, soft drinks, cordials, aerated and still waters, energy drinks and other modified beverages such as vitamin and antioxidant beverages, coffee, tea and ice)
- Confectionery
- Dairy processing
- Egg processing
- Grain processing (including stock feed, animal feeds, milling wheat, barley, oats and flour milling)
- Fruit and vegetable
- Grocery products and supplies (including honey, jams, spreads, sauces, dressings, condiments, spices, edible oils and fats and pasta)
- Pharmaceutical manufacturing
- Plant baking
- Poultry
- Retail baking
- Sales
- Wine

Qualifications Framework

What is the Australian Qualifications Framework?

A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF, see the AQF Implementation Handbook.

http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf

The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the vocational education and training (VET) sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment. Training Package qualifications in the VET sector must comply with the titles and guidelines of the AQF. Endorsed Training Packages provide a unique title for each AQF qualification which must always be reproduced accurately.

Qualifications

Training Packages can incorporate the following eight AQF qualifications.

- Certificate I in ...
- Certificate II in ...
- Certificate III in ...
- Certificate IV in ...
- Diploma of ...
- Advanced Diploma of ...
- Vocational Graduate Certificate of ...
- Vocational Graduate Diploma of ...

Graduate Certificates and Graduate Diplomas can also be awarded in the vocational education and training sector under certain conditions see the *AQF Implementation Handbook* for details.

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the *AQF Implementation Handbook* and the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Statement of Attainment

A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). Issuance of Statements of Attainment must comply with the advice provided in the current *AQF Implementation Handbook* and the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Under the AQTF 2010, RTOs must recognise the achievement of competencies as recorded on a qualification testamur or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

AQF Guidelines and Learning Outcomes

The *AQF Implementation Handbook* provides a comprehensive guideline for each AQF qualification. A summary of the learning outcome characteristics and their distinguishing features for each VET related AQF qualification is provided below.

Certificate I

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable.

Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate knowledge by recall in a narrow range of areas;
- demonstrate basic practical skills, such as the use of relevant tools;
- perform a sequence of routine tasks given clear direction
- receive and pass on messages/information.

Certificate II

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of operations to be applied.

Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.

Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate basic operational knowledge in a moderate range of areas;
- apply a defined range of skills;
- apply known solutions to a limited range of predictable problems;
- perform a range of tasks where choice between a limited range of options is required;
- assess and record information from varied sources;
- take limited responsibility for own outputs in work and learning.

Certificate III

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.

Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints.

Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate some relevant theoretical knowledge
- apply a range of well-developed skills
- apply known solutions to a variety of predictable problems
- perform processes that require a range of well-developed skills where some discretion and judgement is required
- interpret available information, using discretion and judgement
- take responsibility for own outputs in work and learning
- take limited responsibility for the output of others.

Certificate IV

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature. Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills. Applications involve responsibility for, and limited organisation of, others.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems
- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards
- take limited responsibility for the quantity and quality of the output of others.

Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and co-ordination.

The self directed application of knowledge and skills, with substantial depth in some areas where judgment is required in planning and selecting appropriate equipment, services and techniques for self and others.

Applications involve participation in development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas
- analyse and plan approaches to technical problems or management requirements
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
- evaluate information, using it to forecast for planning or research purposes
- take responsibility for own outputs in relation to broad quantity and quality parameters
- take some responsibility for the achievement of group outcomes.

Advanced Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity involving analysis, design, planning, execution and evaluation across a range of technical and/or management functions including development of new criteria or applications or knowledge or procedures.

The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.

Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of specialised knowledge with depth in some areas
- analyse, diagnose, design and execute judgements across a broad range of technical or management functions
- generate ideas through the analysis of information and concepts at an abstract level
- demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills
- demonstrate accountability for personal outputs within broad parameters
- demonstrate accountability for personal and group outcomes within broad parameters.

Vocational Graduate Certificate

Characteristics of competencies or learning outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth and complexity involving the initiation, analysis, design, planning, execution and evaluation of technical and management functions in highly varied and highly specialised contexts.
- Applications involve making significant, high-level, independent judgements in major broad or planning, design, operational, technical and management functions in highly varied and specialised contexts. They may include responsibility and broad ranging accountability for the structure, management and output of the work or functions of others.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major broad or technical and management functions in highly varied and highly specialised contexts.
- Generate and evaluate ideas through the analysis of information and concepts at an abstract level.
- Demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills in complex contexts.

- Demonstrate responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.

Vocational Graduate Diploma

Characteristics of competencies or learning outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of major functions, both broad and highly specialised, in highly varied and highly specialised contexts.
- Further specialisation within a systematic and coherent body of knowledge.
- Applications involve making high-level, fully independent, complex judgements in broad planning, design, operational, technical and management functions in highly varied and highly specialised contexts. They may include full responsibility and accountability for all aspects of work and functions of others, including planning, budgeting and strategy development.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

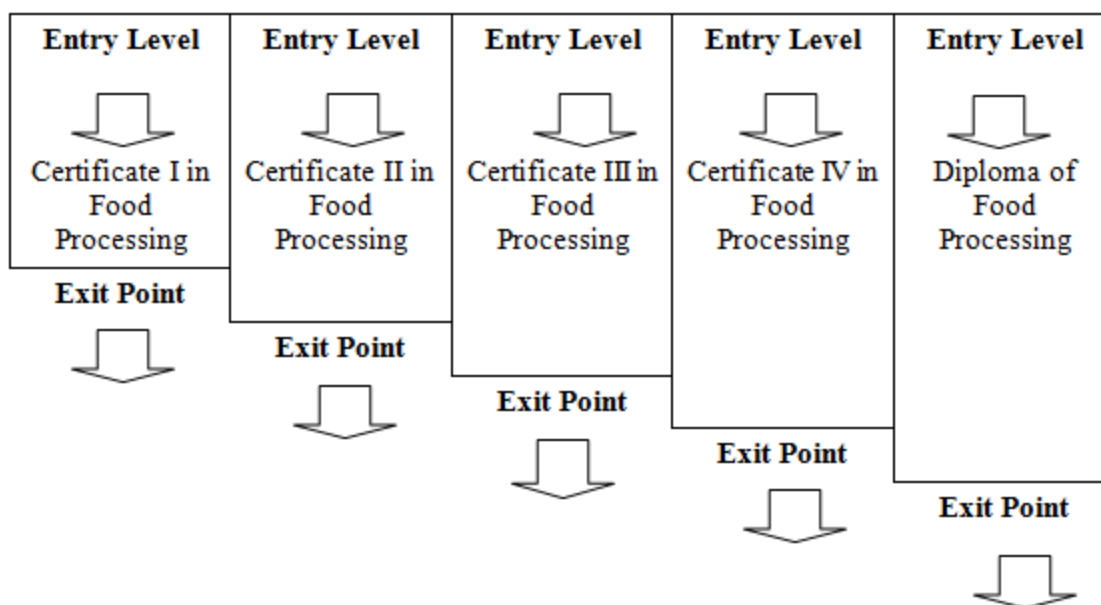
- Demonstrate the self-directed development and achievement of broad and highly specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major functions, both broad and within highly varied and highly specialised contexts.
- Generate and evaluate complex ideas through the analysis of information and concepts at an abstract level.
- Demonstrate an expert command of wide-ranging, highly specialised, technical, creative or conceptual skills in complex and highly specialised or varied contexts.
- Demonstrate full responsibility and accountability for personal outputs.
- Demonstrate full responsibility and accountability for all aspects of the work or functions of others, including planning, budgeting and strategy.

Qualification Pathways

Qualification Pathways

FDF qualification pathways

All qualifications within the FDF10 Food Processing Training Package can be accessed through direct entry. Packaging rules allow for key food processing operational units to be selected from lower levels, in order to ensure that all outcomes include fundamental skill and knowledge required by the food processing industry. In addition, recognition can be awarded for units achieved in lower level qualifications, in order to facilitate a cumulative building of skills as the trainee moves from one level to another.



Many of the qualifications access a common bank of elective units. This also provides maximum flexibility for those wanting to move from one area of specialisation to another with a minimum requirement for new specialist skills.

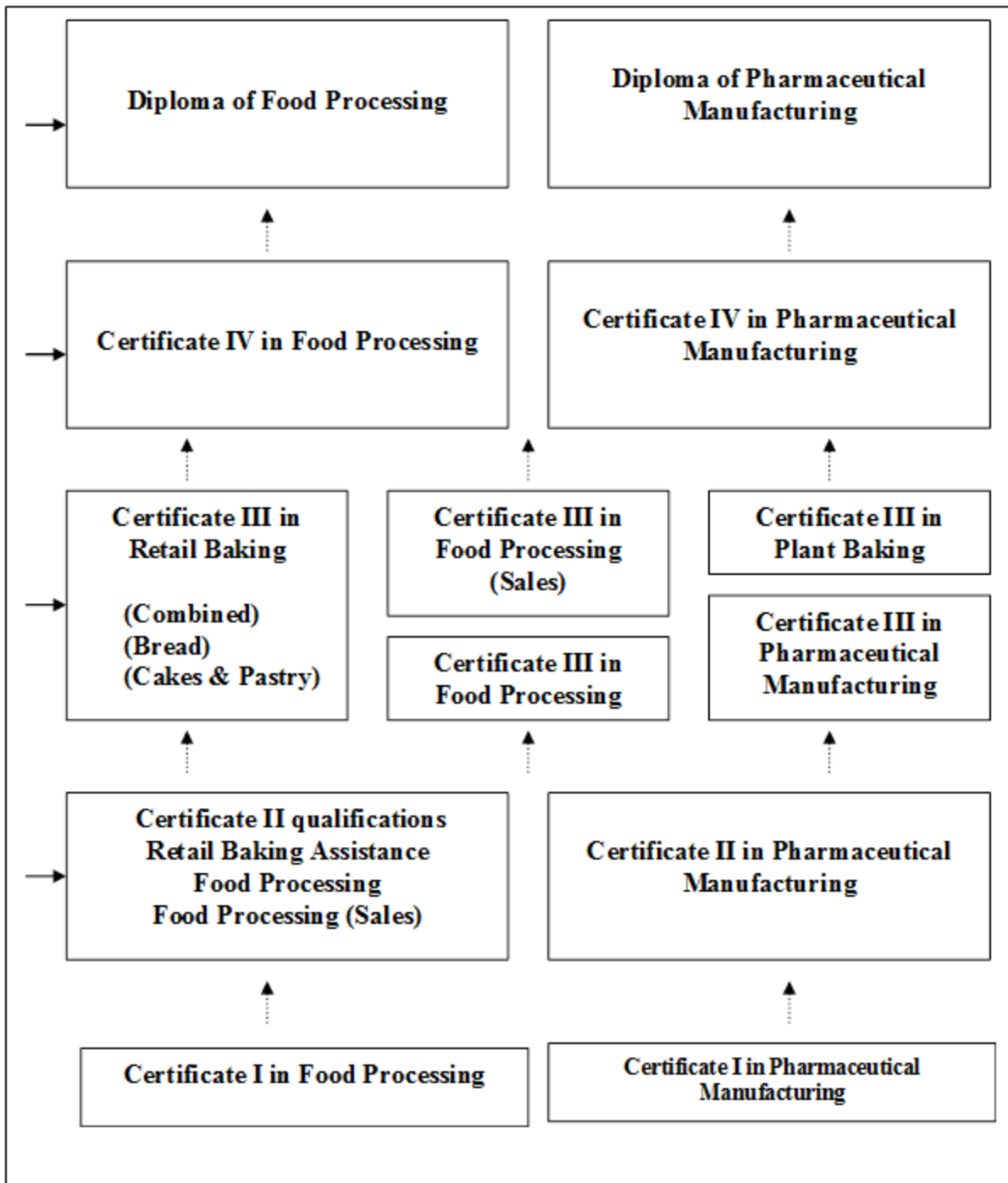
The competencies in this Training Package may be attained in a number of ways including through:

- formal or informal education and training
- experiences in the workplace
- general life experience
- any combination of the above.
-

Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, an assessment-only or recognition

Qualification Pathways

pathway, or a combination of the two.



Australian apprenticeship arrangements

All qualifications within the Package are open to Australian apprenticeship pathways.

Qualification Pathways

VET in schools delivery

The Certificates in Food Processing and related qualifications have the potential to be used as a VET in schools program. This is conditional on local parties collaborating to agree on delivery, assessment and infrastructure arrangements. Models for these arrangements are established in the food processing industry. For information contact Agrifood Skills Australia

Skill Sets

Definition

Skill sets are defined as single units of competency, or combinations of units of competency from an endorsed Training Package, which link to a licence or regulatory requirement, or defined industry need.

Wording on Statements of Attainment

Skill sets are a way of publicly identifying logical groupings of units of competency which meet an identified need or industry outcome. Skill sets are not qualifications.

Where skill sets are identified in a Training Package, the Statement of Attainment can set out the competencies a person has achieved in a way that is consistent and clear for employers and others. This is done by including the wording "these competencies meet [insert skill set title or identified industry area] need" on the Statement of Attainment.

This wording applies only to skill sets that are formally identified as such in the endorsed Training Package. See the 2010 edition of the AQF Implementation Handbook for advice on wording on Statements of Attainment.

http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf

Skill Sets in this Training Package

Where this section is blank, nationally recognised skill sets have yet to be identified in this industry.

Employability Skills

Employability Skills replacing Key Competency information from 2006

In May 2005, the approach to incorporate Employability Skills within Training Package qualifications and units of competency was endorsed. As a result, from 2006 Employability Skills will progressively replace Key Competency information in Training Packages.

Background to Employability Skills

Employability Skills are also sometimes referred to as generic skills, capabilities or Key Competencies. The Employability Skills discussed here build on the Mayer Committee's Key Competencies, which were developed in 1992 and attempted to describe generic competencies for effective participation in work.

The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI), produced the *Employability Skills for the Future* report in 2002 in consultation with other peak employer bodies and with funding provided by the Department of Education, Science and Training (DEST) and the Australian National Training Authority (ANTA). Officially released by Dr Nelson (Minister for Education, Science and Training) on 23 May 2002, copies of the report are available from the DEST website at:

http://www.dest.gov.au/archive/ty/publications/employability_skills/index.htm

The report indicated that business and industry now require a broader range of skills than the Mayer Key Competencies Framework and featured an Employability Skills Framework identifying eight Employability Skills*:

- communication
- teamwork
- problem solving
- initiative and enterprise
- planning and organising

- self-management
- learning
- technology.

The report demonstrated how Employability Skills can be further described for particular occupational and industry contexts by sets of facets. The facets listed in the report are the aspects of the Employability Skills that the sample of employers surveyed identified as being important work skills. These facets were seen by employers as being dependent both in their nature and priority on an enterprise's business activity.

*Personal attributes that contribute to employability were also identified in the report but are not part of the Employability Skills Framework.

Employability Skills Framework

The following table contains the Employability Skills facets identified in the report

Employability Skills for the Future.

Skill	Facets
Communication that contributes to productive	<ul style="list-style-type: none"> • listening and understanding • speaking clearly and directly
and harmonious relations across employees and customers	<ul style="list-style-type: none"> • writing to the needs of the audience • negotiating responsively • reading independently • empathising • using numeracy effectively • understanding the needs of internal and external customers • persuading effectively • establishing and using networks • being assertive • sharing information • speaking and writing in languages other than English
Teamwork that contributes to productive working relationships and	<ul style="list-style-type: none"> • working across different ages irrespective of gender, race, religion or political persuasion • working as an individual and as a member of

outcomes	<p>a team</p> <ul style="list-style-type: none"> • knowing how to define a role as part of the team • applying teamwork to a range of situations e.g. futures planning and crisis problem solving • identifying the strengths of team members • coaching and mentoring skills, including giving feedback
Problem solving that contributes to productive outcomes	<ul style="list-style-type: none"> • developing creative, innovative and practical solutions • showing independence and initiative in identifying and solving problems • solving problems in teams • applying a range of strategies to problem solving • using mathematics, including budgeting and financial management to solve problems • applying problem-solving strategies across a range of areas • testing assumptions, taking into account the context of data and circumstances • resolving customer concerns in relation to complex project issues
Initiative and enterprise that contribute to innovative outcomes	<ul style="list-style-type: none"> • adapting to new situations • developing a strategic, creative and long-term vision • being creative • identifying opportunities not obvious to others • translating ideas into action • generating a range of options • initiating innovative solutions
Planning and organising that contribute to long and short-term strategic planning	<ul style="list-style-type: none"> • managing time and priorities - setting time lines, coordinating tasks for self and with others • being resourceful • taking initiative and making decisions • adapting resource allocations to cope with

	<p>contingencies</p> <ul style="list-style-type: none"> • establishing clear project goals and deliverables • allocating people and other resources to tasks • planning the use of resources, including time management • participating in continuous improvement and planning processes • developing a vision and a proactive plan to accompany it
	<ul style="list-style-type: none"> • predicting - weighing up risk, evaluating alternatives and applying evaluation criteria • collecting, analysing and organising information • understanding basic business systems and their relationships
<p>Self-management that contributes to employee satisfaction and growth</p>	<ul style="list-style-type: none"> • having a personal vision and goals • evaluating and monitoring own performance • having knowledge and confidence in own ideas and visions • articulating own ideas and visions • taking responsibility
<p>Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes</p>	<ul style="list-style-type: none"> • managing own learning • contributing to the learning community at the workplace • using a range of mediums to learn - mentoring, peer support and networking, IT and courses • applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work) • having enthusiasm for ongoing learning • being willing to learn in any setting - on and off the job • being open to new ideas and techniques • being prepared to invest time and effort in learning new skills

	<ul style="list-style-type: none"> • acknowledging the need to learn in order to accommodate change
<p>Technology that contributes to the effective carrying out of tasks</p>	<ul style="list-style-type: none"> • having a range of basic IT skills • applying IT as a management tool • using IT to organise data • being willing to learn new IT skills • having the OHS knowledge to apply technology • having the appropriate physical capacity

Employability Skills Summary

An Employability Skills Summary exists for each qualification. Summaries provide a lens through which to view Employability Skills at the qualification level and capture the key aspects or facets of the Employability Skills that are important to the job roles covered by the qualification. Summaries are designed to assist trainers and assessors to identify and include important industry application of Employability Skills in learning and assessment strategies. The following is important information for trainers and assessors about Employability Skills Summaries.

- Employability Skills Summaries provide examples of how each skill is applicable to the job roles covered by the qualification.
- Employability Skills Summaries contain general information about industry context which is further explained as measurable outcomes of performance in the units of competency in each qualification.
- The detail in each Employability Skills Summary will vary depending on the range of job roles covered by the qualification in question.
- Employability Skills Summaries are not exhaustive lists of qualification requirements or checklists of performance (which are separate assessment tools that should be designed by trainers and assessors after analysis at the unit level).
- Employability Skills Summaries contain information that may also assist in building learners' understanding of industry and workplace expectations.

Industry requirements for Employability Skills

The FDF10 Food Processing Training Package seeks to ensure that industry-endorsed employability skills are explicitly embedded in units of competency. The application of each skill and the level of detail included in each part of the unit will vary according to the specific industry sector requirements and the nature of the unit of competency. This means that employability skills are embedded in units of competency as part of the other performance requirements that make up the competency as a whole.

An Employability Skills Statement is provided for each qualification to illustrate the required competency in these skills at each outcome. They describe outcomes that are embedded in the units of competency.

Competency Standards - Industry Contextualisation

Competency Standards - Industry Contextualisation

FDF10 contextualisation guidelines

This Training Package is relevant to the broad spectrum of Australian industries where food, beverage and pharmaceutical production is undertaken and users are encouraged to customise qualifications and contextualise units of competency to suit their enterprise or sector purposes, provided that the customisation rules are followed.

Customisation of this Training Package may be achieved by:

- choosing appropriate electives from units provided in this Training Package
- importing elective units from other Training Packages or accredited courses
- contextualising units of competency to better suit an enterprise or industry context.

The export of units to other Training Packages is encouraged provided the following rules are observed.

Choosing appropriate electives

The electives listed in the Food Processing Training Package provide for skill development in all areas identified by industry representatives during consultations.

Most qualifications are able to be customised since candidates are able to choose particular combinations of elective units to suit their individual needs or work context.

Importing elective units from other Training Packages or accredited courses

To achieve maximum cross-industry application, the packaging rules enable units of competency to be imported from any Training Package or accredited course that is directly relevant to the candidate's current or intended work environment. In providing this flexibility it is incumbent on RTOs to ensure that the integrity of qualifications in the Training Package is maintained. The following guidelines for importing units apply.

- Imported units must relate to the core functions or roles in the candidate's current or intended work environment.
- The original title and code for the imported unit of competency must be retained.
- Imported units must come from other endorsed Training Packages or accredited courses.
- Imported units must align to the qualification level outlined in the relevant qualification packaging rules.

Exporting competencies to other Training Packages

FDF10 has some application across industries outside the scope of the FDF10 training package. All FDF10 units may be imported to other Training Packages provided that:

- the original unit code and unit title are retained
- they are only contextualised to the extent outlined in the *section on Competency Standards*
- the user advises the appropriate Industry Skills Council in writing of the specific competencies exported to enable input during future revisions and ongoing communication.
-

Contextualisation of units of competency

FDF10 competencies are able to be used in a wide range of industry sectors and enterprises. To enable this, contextualising of the units of competency is actively encouraged provided the requirements outlined in the earlier *section on Competency Standards* are met.

Examples from this Training Package of Employability Skills

Examples from this Training Package of Employability Skills embedded within unit components

Unit component	Example of embedded Employability Skill
Unit Title	Apply hydro-cooling processes to fresh produce (planning and organising, technology)
Unit Descriptor	This unit covers the skills and knowledge required to use hydro-cooling equipment and processes to cool fresh fruit or vegetables in preparation for storage or transportation. (problem solving; initiative and enterprise; technology;)
Application of the unit	This unit has application in a food processing environment or at a farm or production site where produce is processed directly after harvest to maximise longevity. (problem solving; technology)
Element	Determine requirements for hydro-cooling (problem solving; planning and organising; initiative and enterprise)
CriteriaPerformance Criteria	Goods are located in correct storage areas to meet storage temperature, stores handling and stock rotation requirements Stores information is recorded according to workplace requirements Non-compliances or problems are promptly identified and acted upon (self-management; communication; problem solving; planning and organising; initiative and enterprise)
Range Statement	Workplace information may include Standard Operating Procedures (SOPs), specifications, production schedules and instructions, manufacturers' advice, standard forms and reports (communication)
Required Skills and	key stages of cooling process; temperature control requirements of produce; Food safety and quality

Examples from this Training Package of Employability Skills embedded within unit components

Unit component	Example of embedded Employability Skill
Knowledge	consequences of stock temperature control requirements (learning, technology)
Evidence Guide	n.a.

Assessment Guidelines

Introduction

These Assessment Guidelines provide the endorsed framework for assessment of units of competency in this Training Package. They are designed to ensure that assessment is consistent with the *Australian Quality Training Framework (AQTF) Essential Standards for Initial and Continuing Registration*. Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.

Assessment System Overview

This section provides an overview of the requirements for assessment when using this Training Package, including a summary of the AQTF requirements; licensing/registration requirements; and assessment pathways.

Quality assessment underpins the credibility of the vocational education and training sector. The Assessment Guidelines of a Training Package are an important tool in supporting quality assessment.

Assessment within the National Skills Framework is the process of collecting evidence and making judgements about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.

Assessment must be carried out in accordance with the:

- benchmarks for assessment
- specific industry requirements
- principles of assessment
- rules of evidence
- assessment requirements set out in the AQTF

Benchmarks for Assessment

The endorsed units of competency in this Training Package are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by Registered Training Organisations (RTOs).

Principles of Assessment

All assessments carried out by RTOs are required to demonstrate compliance with the principles of assessment:

- validity
- reliability
- flexibility
- fairness
- sufficiency

These principles must be addressed in the:

design, establishment and management of the assessment system for this Training Package development of assessment tools, and the conduct of assessment.

Validity

Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires that:

(a)	assessment against the units of competency must cover the broad range of skills and knowledge that are essential to competent performance
(b)	assessment of knowledge and skills must be integrated with their practical application
(c)	judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods). The specific evidence requirements of each unit of competency provide advice on sufficiency

Reliability

Reliability refers to the degree to which evidence presented for assessment is consistently interpreted and results in consistent assessment outcomes. Reliability requires the assessor to have the required competencies in assessment and relevant vocational competencies (or to assess in conjunction with someone who has the vocational competencies). It can only be achieved when assessors share a common interpretation of the assessment requirements of the unit(s) being assessed.

Flexibility

To be flexible, assessment should reflect the candidate's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and support continuous competency development.

Fairness

Fairness in assessment requires consideration of the individual candidate's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.

Sufficiency

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency. Sufficiency is also one of the rules of evidence.

Rules of Evidence

The rules of evidence guide the collection of evidence that address the principles of validity and reliability, guiding the collection of evidence to ensure that it is valid, sufficient, current and authentic.

Valid

Valid evidence must relate directly to the requirements of the unit of competency. In ensuring evidence is valid, assessors must ensure that the evidence collected supports demonstration of the outcomes and performance requirements of the unit of competency together with the knowledge and skills necessary for competent performance. Valid evidence must encapsulate the breadth and depth of the unit of competency, which will necessitate using a number of different assessment methods.

Sufficient

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.

Current

In assessment, currency relates to the age of the evidence presented by a candidate to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

Authentic

To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.

Assessment Requirements of the Australian Quality Training Framework

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the AQTF 2010 *Essential Standards for Registration*.

The AQTF 2010 *Essential Standards for Initial and Continuing Registration* can be downloaded from < www.training.com.au >.

The following points summarise the assessment requirements.

Registration of Training Organisations

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering Body in accordance with the AQTF. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration.

Quality Training and Assessment

Each RTO must provide quality training and assessment across all its operations. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*, Standard 1.

Assessor Competency Requirements

Each person involved in training, assessment or client service must be competent for the functions they perform. AQTF 2010 *Essential Standards for Initial and Continuing Registration*, Standard 1 for assessor (and trainer) competency requirements. See also the AQTF 2010 *Users' Guide to the Essential Standards for Registration* Appendix 2.

Assessment Requirements

The RTOs assessments, including RPL, must meet the requirements of the relevant endorsed Training Package. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Assessment Strategies

Each RTO must have strategies for training and assessment that meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry stakeholders. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

National Recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Access and Equity and Client Outcomes

Each RTO must adhere to the principles of access and equity and maximise outcomes for its clients. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Monitoring Assessments

Training and/or assessment provided on behalf of the RTO must be monitored to ensure that it is in accordance with all aspects of the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Recording Assessment Outcomes

Each RTO must manage records to ensure their accuracy and integrity. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Issuing AQF Qualifications and Statements of Attainment

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the current AQF Implementation Handbook and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued when an individual has completed one or more units of competency from nationally recognised qualification(s)/course(s). See the AQTF and the edition of the AQF Implementation Handbook-available on the AQF Council website < www.aqf.edu.au>.

This section provides information on licensing/registration requirements for this Training Package, with the following important disclaimer.

Licensing and registration requirements that apply to specific industries, and VET, vary between each state and territory and can regularly change. The developers of this Training Package and DEEWR consider that the licensing/registration requirements described in this section apply to RTOs, assessors or candidates with respect to this Training Package. While reasonable care has been taken in its preparation, the developers of this Training Package and DEEWR cannot guarantee that the list is definitive or accurate at the time of reading; the information in this section is provided in good faith on that basis.

Contact the relevant state or territory department(s) to check if the licensing/registration requirements described below still apply, and to check if there are any others with which you must comply. For further information contact AgriFood Skills Australia at www.agrifoodskills.net.au.

There are no qualifications in FDF10 linked to occupational licensing. However some FDF10 units are designed to support food safety legislation and regulations. These apply in every State and Territory premises and enterprises being licensed. The food safety licensing applies to both food production (covered by FDF10) and food serving (can be covered by FDF10 as well as other training packages). Completion of relevant FDF10 food safety units can generally be used as evidence of appropriate training of staff in food safety. In a similar manner food safety auditing units of competency can contribute recognition by regulators as a food safety auditor in conjunction with other requirements such as relevant industry experience.

Requirements for Assessors

Assessors will be required to meet all AQTF requirements.

Requirements for RTOs

RTOs need to take into account a range of considerations when designing assessment strategies. In particular, the majority of units have been written with a focus on a workplace assessment environment. Where this is obligatory it is identified in the unit of competency. Wherever possible integrated (holistic) assessment is the preferred means of assessment. Holistic assessment should reflect the grouping of competencies as they would be demonstrated in an actual work role. The context of assessment is defined in each unit of competency.

Design of assessment

The design of assessment needs to ensure that all aspects of competency are covered:

- 1 task skills (performance of individual tasks)

- 2 job/role environment skills (deals with the responsibilities and expectations of the workplace)
- 3 relevant underpinning knowledge
and where qualification levels require:
 - 1 task management skills (managing a number of different tasks within the job)
 - 2 contingency management skills (responding to problems, breakdowns and changes in routine).

Evidence gathering methods

Evidence gathering methods must be gender and culturally-inclusive and take into account the language, literacy and numeracy skills of both candidate and assessor. Assessors may consider:

- 1 incorporating a range of assessment techniques
- 2 integrating the assessment of units related to the performance of 'whole of work' tasks, roles or functions
- 3 using a holistic approach which combines knowledge, understanding, problem-solving, technical skills and applications to new situations into the assessment process
- 4 assessing in the workplace (wherever possible), using familiar skills and materials
- 5 eliminating any unnecessary reading or written assessment (if these skills are not required to do the job, they should not be part of the assessment)
- 6 ensuring understanding of questions by rephrasing to clarify and using the language and terms of the job and the workplace
- 7 encouraging the candidate to ask questions to clarify instructions
- 8 providing clarification of purpose and process of assessment
- 9 considering cultural and gender issues when setting up the assessment.

Workplace assessment considerations

Where assessment is occurring in the workplace, assessors should consult on the assessment process with the parties involved. Candidates should be briefed on the process of making judgements against the standards and made to feel as relaxed as possible.

The assessment should take place over a reasonable length of time so that the candidate has the opportunity to demonstrate work responsibility and contingency management. Third-party reports of workplace performance, if available, are helpful for this.

Consider the other staff in the workplace likely to be affected by the process. All staff directly or indirectly involved in the process should be briefed on the factors which will impact on them, such as duration or changes in work routine.

Ensure that assessment is as compatible as possible with the normal pattern of work and causes minimal disruption. Assessment resources for this Training Package should provide ways in which to address these matters.

Assessment in a simulated environment

Where assessment is occurring out of the workplace, it is important to ensure that:

- 1 the assessment takes place in a situation as close as possible to workplace reality
- 2 all aspects of competency are assessed
- 3 the assessment takes place over a reasonable length of time so that the candidate has the opportunity to demonstrate work responsibility and contingency management (third-party reports of workplace performance, if available, are helpful for this)
- 4 equipment, resources and documents used in assessment closely reflect workplace reality.

It is critical that the designer of the simulation is thoroughly familiar with the application of the competency and is experienced in current and relevant workplace practices. The simulation or assessment environment must provide opportunities to:

- 1 demonstrate use of required equipment and other resources
- 2 show the complexity of dealing with multiple tasks
- 3 reflect time pressures and deadlines
- 4 involve prioritising among competing tasks
- 5 deal with customers/clients, including difficult ones
- 6 work with others in a team
- 7 communicate with diverse groups
- 8 find, discuss and test solutions to problems
- 9 explore food safety and hygiene issues
- 10 explore health and safety issues
- 11 answer practically-oriented, applied knowledge questions
- 12 show the level of verbal and written expression sufficient for, but not exceeding, the work requirements.

Training and assessment in remote and regional areas

Training and assessing candidates in remote and regional areas present a range of challenges. These include:

- 1 lack of numbers preventing the establishment of traditional class sizes
- 2 physical remoteness of some communities, where access to training facilities is limited
- 3 scarcity of trainers with the required industry experience
- 4 scarcity of physical training resources (e.g. current and emerging technology).

Some options for overcoming these challenges include:

- 1 partnerships between RTOs to establish classes, i.e. programs delivered on a regional rather than local basis
- 2 delivering certain units by distance mode
- 3 partnerships between industry and RTOs to share resources and personnel
- 4 partnerships between schools and RTOs
- 5 recruiting suitably qualified workplace supervisors to oversee instruction and assessment on the job
- 6 travelling to remote workplaces to provide instruction and assessment
- 7 use of technology (e.g. email, video demonstration, CDs and internet) and self-paced resources
- 8 use of block release delivery methodology.

Training and assessment for schools

Implementation of FDF10 Food Processing Training Package within the school sector needs to ensure the following:

- 1 currency of skills and knowledge of those charges with training and assessing students
- 2 access to industry-current equipment, facilities and training resources so that students acquire a realistic view of the realities and conditions within the workplace
- 3 comprehensive coverage of underpinning skills and knowledge as delineated within the units of competency

4 appropriateness of learning and assessment experiences to ensure that these are current and realistic.

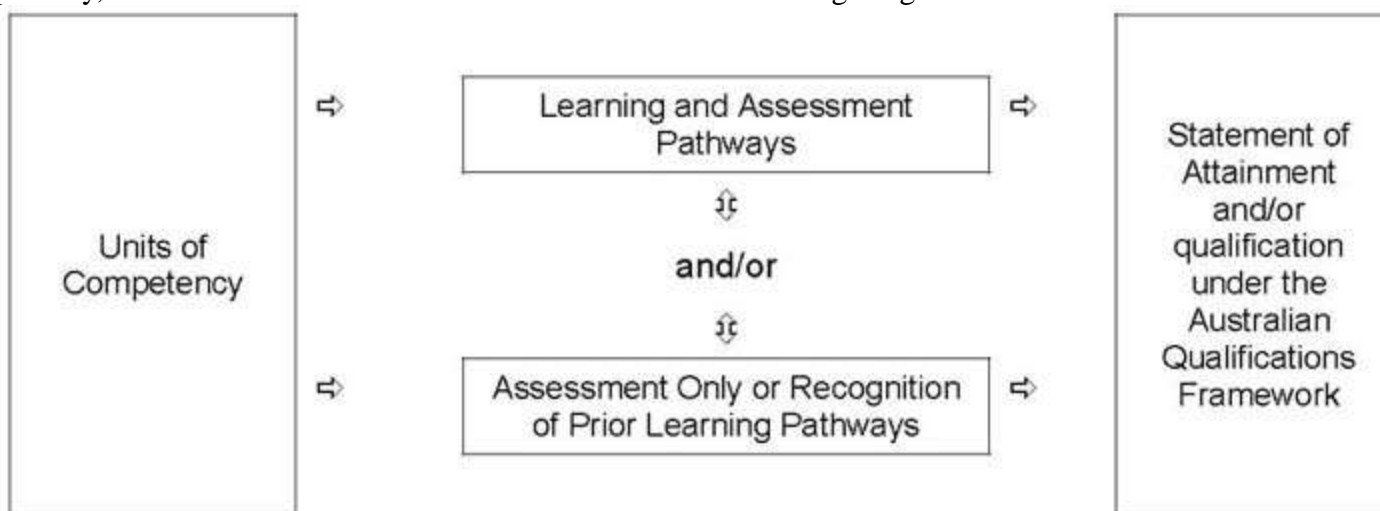
It is recommended that delivery of qualifications in schools should only include Certificates I and II.

Pathways

The competencies in this Training Package may be attained in a number of ways including through:

- formal or informal education and training
- experiences in the workplace
- general life experience, and/or
- any combination of the above.

Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, an assessment-only or recognition pathway, or a combination of the two as illustrated in the following diagram.



Each of these assessment pathways leads to full recognition of competencies held - the critical issue is that the candidate is competent, not how the competency was acquired.

Assessment, by any pathway, must comply with the assessment requirements set out in the Assessment Guidelines of the Training Package, and the AQTF, 2 where relevant, the Australian Qualifications Framework.

Learning and Assessment Pathways

Usually, learning and assessment are integrated, with assessment evidence being collected and feedback provided to the candidate at anytime throughout the learning and assessment process.

Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be: group-based, work-based, project-based, self-paced, action learning-based; conducted by distance or e-learning; and/or involve practice and experience in the workplace.

Learning and assessment pathways to suit Australian Apprenticeships have a mix of formal structured training and structured workplace experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from the relevant units of competency.

Credit Pathways

Credit is the value assigned for the recognition of equivalence in content between different types of learning and/or qualifications which reduces the volume of learning required to achieve a qualification.

Credit arrangements must be offered by all RTOs that offer Training Package qualifications. Each RTO must have a systematic institutional approach with clear, accessible and transparent policies and procedures.

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were acquired, provided that the learning is relevant to the unit of competency outcomes.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is an assessment process which determines the credit outcomes of an individual application for credit.

The availability of Recognition of Prior Learning (RPL) provides all potential learners with access to credit opportunities.

The recognition of prior learning pathway is appropriate for candidates who have previously attained skills and knowledge and who, when enrolling in qualifications, seek to shorten the duration of their training and either continue or commence working. This may include the following groups of people:

existing workers; individuals with overseas qualifications; recent migrants with established work histories; people returning to the workplace; and people with disabilities or injuries requiring a change in career.

As with all assessment, RPL assessment should be undertaken by academic or teaching staff with expertise in the subject, content of skills area, as well as knowledge of and expertise in RPL assessment policies and procedures.

Assessment methods used for RPL should provide a range of ways for individuals to demonstrate that they have met the required outcomes and can be granted credit. These might include:

questioning (oral or written) consideration of a portfolio and review of contents consideration of third party reports and/or other documentation such as documentation such as articles, reports, project material, papers, testimonials or other products prepared by the RPL applicant that relate to the learning outcomes of the relevant qualification component

mapping of learning outcomes from prior formal or non-formal learning to the relevant qualification components

observation of performance, and

participation in structured assessment activities the individual would normally be required to undertake if they were enrolled in the qualification component/s.

In a Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of the AQTF must be met.

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, work samples and/or observation of the candidate. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In judging evidence, the assessor must ensure that the evidence of prior learning is:

authentic (the candidate's own work);

valid (directly related to the current version of the relevant endorsed unit of competency);

reliable (shows that the candidate consistently meets the endorsed unit of competency);

current (reflects the candidate's current capacity to perform the aspect of the work covered by the endorsed unit of competency); and

sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

Credit Transfer

Credit transfer is a process which provides learners with agreed and consistent credit outcomes based on equivalences in content between matched qualifications.

This process involves education institutions:

mapping, comparing and evaluating the extent to which the defined learning outcomes and assessment requirements of the individual components of one qualification are equivalent to the learning outcomes and assessment requirements of the individual components of another qualification

making an educational judgment of the credit outcomes to be assigned between the matched components of the two qualifications

setting out the agreed credit outcomes in a documented arrangement or agreement, and publicising the arrangement/agreement and credit available.

Combination of Pathways

Credit may be awarded on the basis of a combination of credit transfer plus an individual RPL assessment for additional learning. Once credit has been awarded on the basis of RPL, subsequent credit transfer based on these learning outcomes should not include revisiting the RPL assessment but should be based on credit transfer or articulation or other arrangements between providers.

Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.

Assessment Guidelines

In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

Assessor Requirements

This section identifies the specific requirements on the vocational competence and experience for assessors, to ensure that they meet the needs of industry and their obligations under AQTF, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

Assessor Competencies

The AQTF specifies mandatory competency requirements for assessors. For information, Element 1.4 from the AQTF 2007 *Essential Standards for Registration* follows:

1.4	Training and assessment is delivered by trainers and assessors who:
	a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and
	b) have the relevant vocational competencies at least to the level being delivered or assessed, and
	c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and
	d) continue developing their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence. * See AQTF 2010 <i>Users' Guide to the Essential Standards for Registration</i> Appendix 2

Designing Assessment Tools

This section provides an overview on the use and development of assessment tools.

Use of Assessment Tools

Assessment tools provide a means of collecting the evidence that assessors use in making judgments about whether candidates have achieved competency.

There is no set format or process for the design, production or development of assessment tools. Assessors may use prepared assessment tools, such as those specifically developed to support this Training Package, or they may develop their own.

Using Prepared Assessment Tools

If using prepared assessment tools, assessors should ensure these relate to the current version of the relevant unit of competency. The current unit of competency can be checked on the National Register < www.ntis.gov.au>.

Developing Assessment Tools

When developing assessment tools, assessors must ensure that they:

- are benchmarked against the relevant unit or units of competency

Assessment Guidelines

- are reviewed as part of the continuous improvement of assessment strategies as required under Standard 1 of the AQTF 2007

- meet the assessment requirements expressed in Standard 1 of the AQTF 2010

Essential Standards for Initial and Continuing Registration.

A key reference for assessors developing assessment tools is TAE10 Training and Education Training Package.

Language, Literacy and Numeracy

The design of assessment tools must reflect the language, literacy and numeracy competencies required for the performance of a task in the workplace and not exceed these expectations.

Conducting Assessment

This section details the mandatory assessment requirements and provides information on equity in assessment including reasonable adjustment.

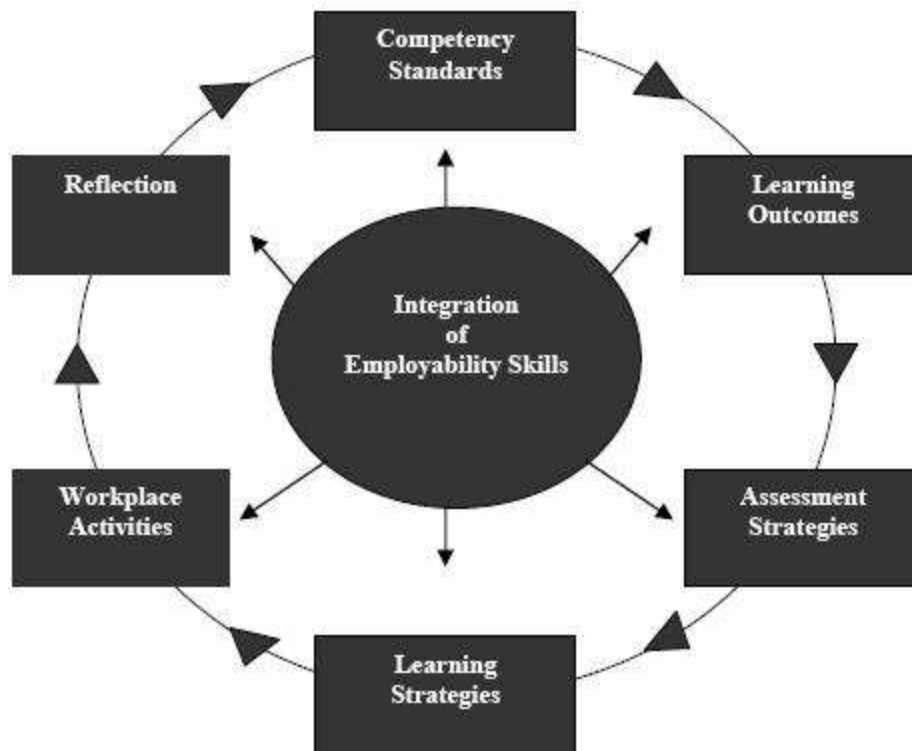
Mandatory Assessment Requirements

Assessments must meet the criteria set out in the 2010 *Essential Standards for Initial and Continuing Registration*. For information, the mandatory assessment requirements from Standard 1 from the AQTF 2010 *Essential Standards for Initial and Continuing Registration* are as follows:

1.5	Assessment, including Recognition of Prior Learning:
	a) meets the requirements of the relevant Training Package or accredited course,
	b) is conducted in accordance with the principles of assessment and the rules of evidence, and
	c) meets workplace and, where relevant, regulatory requirements.
	d) is systematically validated.

Assessment of Employability Skills

Employability Skills are integral to workplace competency. As such they must be considered in the design, customisation, delivery and assessment of vocational education and training programs in an integrated and holistic way, as represented diagrammatically below.



Employability Skills are embedded and explicit within each unit of competency, and an Employability Skills Summary is available for each qualification. Training providers must use Employability Skills information in order to design valid and reliable training and assessment strategies. This analysis could include:

- reviewing units of competency to locate relevant Employability Skills and determine how they are applied within the unit
- analysing the Employability Skills Summary for the qualification in which the unit or units are packaged to help clarify relevant industry and workplace contexts and the application of Employability Skills at that qualification outcome
- designing training and assessment to address Employability Skills requirements.

The National Quality Council has endorsed a model for assessing and reporting Employability Skills, which contains further suggestions about good practice strategies in teaching, assessing, learning and reporting Employability Skills. The model is available from <<http://www.training.com.au/>>.

The endorsed approach includes learners downloading qualification specific Employability Skills Summaries for Training Package qualifications from an online repository at <<http://employabilityskills.training.com.au>>

For more information on Employability Skills in AgriFood Skills Australia Training Packages go to the AgriFood Skills Australia website at <http://www.agrifoodskills.net.au>.

Employability Skills are reported on each qualification using the following statement on the qualification testamur: "A summary of the Employability Skills developed through this qualification can be downloaded from <http://employabilityskills.training.com.au> "

Access and Equity

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package: training and assessment must be bias-free.

Under the rules for their development, Training Packages must reflect and cater for the increasing diversity of Australia's VET clients and Australia's current and future workforce. The flexibilities offered by Training Packages should enhance opportunities and potential outcomes for all people so that we can all benefit from a wider national skills base and a shared contribution to Australia's economic development and social and cultural life.

Reasonable adjustments

It is important that education providers take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for students with disability. Under the *Disability Standards for Education 2005*, education providers must make reasonable adjustments for people with disability to the maximum extent that those adjustments do not cause that provider unjustifiable hardship. While "reasonable adjustment" and "unjustifiable hardship" are different concepts and involve different considerations, they both seek to strike a balance between the interests of education providers and the interests of students with and without disability.

An adjustment is any measure or action that a student requires because of their disability, and which has the effect of assisting the student to access and participate in education and training on the same basis as students without a disability. An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the student's disability, the views of the student, the potential effect of the adjustment on the student and others who might be affected, and the costs and benefits of making the adjustment.

An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable. There may be more than one adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship.

The Training Package Guidelines provides more information on reasonable adjustment, including examples of adjustments. *Go to* <http://www.deewr.gov.au/tpdh/Pages/home.aspx>.

Assessment for equity groups

It is important that assessment processes take into account a diversity of individual needs and learning styles related to disability, race, socio-economic status, gender, language, ethnicity, geographical isolation, sexuality, work commitments and family responsibilities.

Some inclusive assessment practices which will enhance the learning of all students include:

- 1 know what, in particular, you are assessing, and make this clear to students
- 2 create assessment activities in which students have the opportunity to link their learning to what they already know
- 3 make your expectations clear
- 4 make explicit the way in which competency will be assessed, both in discussion with the class beforehand and prior to any assessment activities

5 provide alternative pathways to stated outcomes: allow for flexibility in approach, organisation and assessment. The greater the diversity of methods of assessment, the fairer the process for the greatest number of students

6 make accommodations based on individual circumstance and need. Remember that students may need the opportunity to experiment to find the adaptation or accommodation which best meets their learning needs

Assessment Guidelines

7 include self-assessment as a component of the course. Self-assessment involves discussion with students about the criteria according to which they assess their own performance and the level of performance required for different levels

8 discuss assessment alternatives with staff with previous experience teaching students with disabilities. You (and your department) should regularly review any alternative arrangements to ensure that these meet both the student's needs (which may change over time) and stated course outcomes.

Assessment for Indigenous learners

There is evidence that Aboriginal and Torres Strait Islander people, both traditional and contemporary, approach learning differently from the Western intellectual tradition, which is relevant to effective training and assessment. It is understood that Aboriginal and Torres Strait Islander people may:

- 1 learn better in groups than individually
- 2 learn better in the surroundings of their community than in an institutional environment
- 3 prefer oral communications to written forms
- 4 learn on the basis of trial and error in the presence of an experienced person in preference to concept building approaches
- 5 have a highly-developed sense of spatial relations by which they learn; hence stories, maps and pictures would be preferable to oral explanations.

To be effective, it is necessary that training and assessment recognises, adopts and practises appropriate delivery and assessment approaches.

Trainers and assessors who are not Aboriginal or Torres Strait Islanders need information on aspects of Aboriginal and Torres Strait Islander culture. They need to work closely with Aboriginal and Torres Strait Islander people to adopt practices that reflect Aboriginal and Torres Strait Islander approaches. The community should be asked to identify experts to provide information and to assist with assessment of relevant protocols, for example, where required.

There are a number of ways an RTO can establish and maintain culturally appropriate training and assessment practices, including:

- 1 ensuring a high proportion of Aboriginal and Torres Strait Islander participation in all aspects of planning, development, delivery and evaluation
- 2 establishing and maintaining a collaborative relationship with local Aboriginal and Torres Strait Islander communities
- 3 as a mainstream (non-Indigenous) RTO, establishing auspice relationships with Aboriginal and Torres Strait Islander organisations and individuals, including direct and indirect involvement of persons identified as appropriate by the local community
- 4 ensuring ongoing training of non-Aboriginal and Torres Strait Islander staff at all levels of the RTO, delivered by Aboriginal and Torres Strait Islander personnel.

A flexible approach to assessment will be required by RTOs in order to meet the requirements

of Aboriginal and Torres Strait Islander organisations and individuals under this domain within the FDF10 Food Processing Training Package. Principles that underpin assessment include:

- 1 assessment should be transparent, i.e. clearly seen and understood by the candidate and others
- 2 assessment should empower the candidate on the basis of consent, self-assessment and responsibility for the process
- 3 assessment should involve designated community experts working in collaboration with RTO assessors in order to provide appropriate recognition of cultural and community skills and knowledge
- 4 assessments must provide constructive feedback to candidates and support for further competency development.

Assessment Guidelines

Assessors may exercise limited discretion in response to organisational or individual requirements, but any changes must not alter the meaning or integrity of the unit of competency. *Refer to the section on Competency Standards for more information .*

Assessment for people with a disability

A disability presents some impairment to everyday activity. Some people with a disability do not have any impairments resulting from their disability. For example, a person who has a hearing impairment which is compensated for by a hearing aid may function without any adjustments. While some people with a disability may have an impairment because of the environment, not the disability itself. For example, hearing loss can be accentuated in a room with loud, competing noise and poor acoustics.

A disability may affect or relate to a range of human functions, including mobility, stamina, lifting ability, memory, vision, hearing, speech, comprehension and mood swings. This may be due to accidents, illnesses or birth.

It is important to remember that it is not the disability itself that should be of interest but its impact on the student's ability to access material and demonstrate knowledge.

Training providers have a legal obligation under the Disability Standards for Education to ensure that students who have a disability are able to access and participate in education without experiencing discrimination. The information provided below is aimed at assisting teachers/trainers to meet the reasonable adjustment needs of people who have a disability.

Adjustments in training and assessment

An open mind, common sense and tailoring to individual circumstances will, as often as not, ensure individuals achieve the standards that employers and training providers expect.

Reasonable adjustments need only be that - reasonable. It is about identifying what adjustments might reasonably be made and how they may be put into place. Training and assessment can be made more appropriate and fairer for a person who has a disability through attitude, preparation and application.

Attitude

The attitude of others is often the greatest barrier for people who have a disability. While most people who have a disability will only ever require minor adjustments to ensure learning is positive, some will require additional support. There are many support agencies that can provide advice, however teachers/trainers may need to take additional time to ensure their teaching/training meets the learning support needs of the individual concerned.

Positive language creates an atmosphere of mutual respect, which is essential to learning. For example, using language that identifies learners as people rather than language that identifies them by one of their characteristics conveys that the person is more important than the characteristic, such as the difference between a 'person who has an intellectual disability' and an 'intellectually disabled person'. A person who has an intellectual disability could also be identified by a range of equally important characteristics - height, age, sporting interests, etc. However, the term 'intellectually disabled person' refers to the disability as the major, and often only, defining characteristic.

Preparation

It is important to identify any functional issues arising from the nature and extent of a person's disability. This can usually be done by discussing such issues with the individual. In most cases, this consultation will identify reasonable adjustment needs which can be put into place. There are many simple things that teachers/trainers can do to make reasonable adjustments to enable individuals who have a disability to succeed in training and assessment. In some cases, professional support may be required.

Application

Once reasonable adjustments have been implemented it is important to monitor and evaluate what has been done to ensure the best environment for continuous learning because:

- 1 adjustments may only need to be temporary, i.e. mechanisms may only need to be in place during an induction period or due to a temporary disability, in which case evaluation will ensure appropriateness without the need for ongoing monitoring
- 2 adjustments may need reinforcing - when adjustments need to be ongoing, monitoring may reinforce patterns of behaviour in order for them to become 'natural'
- 3 adjustments may need improving - where adjustments are ongoing or substantial, a commitment to continuous improvement is recommended through monitoring.

In most cases an informal discussion with the person concerned may be all that is necessary. However, should adjustments be substantial, or a learner not be acquiring competence at a reasonable rate, a more formal process may be required. This may include:

- 1 performance indicators - training providers, learners and employers should have agreed indicators of performance which can be measured and monitored
- 2 independent support - a third party, independent of the training and/or assessment environment, may need to be involved
- 3 experimentation - if existing adjustments are not proving satisfactory, creative solutions may be needed
- 4 continuing review - formal monitoring is encouraged if adjustments are changed or if substantial adjustments are necessary.

For further information on training and assessment for people with specific needs, the

DEEWR website has information about the National Disability Coordination Officer Program, which 'provides information, coordination and referral services for people with a disability interested in or enrolled in post-school education and training' (www.deewr.gov.au). The Disability Education Standards Guidance Notes can also be accessed at on the DEEWR web site at:

www.deewr.gov.au/Schooling/DisabilityStandardsforEducation/Documents/Disability_Standards_Education_Guidance_Notes_pdf.

Reasonable adjustment

Below are some of the practical things that can be done as part of providing reasonable adjustment to learners with specific support needs to enable them to undertake training and assessment. Clearly, each case will be different and will need to be discussed with the person and in some cases expert help will be needed, at least in the initial stages.

Type of disability	Reasonable adjustment
Acquired brain injury	<ol style="list-style-type: none"> 1 Memory aids (posters and notes) 2 Reflective listening skills 3 Stress minimisation 4 Time and patience.
Hearing impairment	<ol style="list-style-type: none"> 1 Audio loops for people using hearing aids 2 Plain English documents 3 Fire and alarm systems with flashing lights 4 Sign language interpreters 5 Telephone typewriters.
Intellectual disability	<ol style="list-style-type: none"> 1 Additional time 2 Assessment which is appropriate to the skill (i.e. avoiding written assessment for practical tasks) 3 Mentors 4 Plain English documents 5 Practical learning sessions
	<ol style="list-style-type: none"> 6 Repetition of learning exercises.
Mobility impairment	<ol style="list-style-type: none"> 1 Access to aids, such as for holding documents 2 Adjustable tables 3 Lifting limits 4 Note-taking support 5 Verbal rather than written presentations 6 Personal computers

	7 Wheelchair access.
Psychiatric disability	1 Identification and avoidance of stresses 2 Ongoing rather than formal assessments 3 Reflective listening skills 4 'Time-out' breaks in assessment.
Speech impairment	1 Information summaries 2 Stress minimisation 3 Time and patience 4 Written rather than verbal opportunities 5 Additional writing time for assignments and tests.
Vision impairment	1 Audiotapes 2 Braille translations 3 Enlarged computer screen images 4 Enlarged text and images 5 Good lighting or reading lamps 6 Guide dog provision 7 Informing the person before moving furniture 8 Voice synthesisers on computers.

Training and assessment resources and information for equity groups

The following references provide a range of information and resources related to training and assessment for equity groups.

1 The Australian Disability Clearing House on Education and Training www.adcet.edu.au website includes resources and articles about the training and assessment of people with a disability.

2 Information source for Aboriginal and/or Torres Strait Islander people training and assessment include: National Aboriginal and Torres Strait Education website: <http://www.natsiew.edu.au> . In addition most State and Territory Education Departments have an Aboriginal and/or Torres Strait Islander Unit who may be able to provide advice and information.

3 The Working with Diversity web site at <http://www.westone.wa.gov.au/workingwithdiversity> includes a range of resources including:

- *Working with diversity: A Guide to Equity and the AQTF*
- *Working with diversity: Quality Training for Indigenous Australians*
- *Working with diversity: Quality Training for People with a Disability*

4 Other relevant, up to date resources may be available in the resources section of the Skills area of the Department of Education, Employment and Workplace Relations at www.deewr.gov.au .

5 Other informative resources include:

LiteracyNet at www.literacynet.deewr.gov.au. The site contains key information about Australian adult literacy activities and links to a range of additional program, professional development, resource and research sites.

Further Sources of Information

The section provides a listing of useful contacts and resources to assist assessors in planning, designing, conducting and reviewing of assessments against this Training Package.

Contacts

AgriFood Skills Australia

PO Box 5450 Kingston ACT 2604

Telephone: 02 6163 7200

Facsimile: 02 6163 7299

Email: reception@agrifoodskills.net.au

Website: www.agrifoodskills.net.au

Technical and Vocational Education and Training (TVET) Australia Limited

Level 21, 390 St Kilda Road, Melbourne VIC 3150

PO Box 12211, A"Beckett Street Post Office

Melbourne Victoria 8006

Ph: +61 3 9832 8100

Fax: +61 3 9832 8198

Email: sales@tvetaustralia.com.au

Web: www.tvetaustralia.com.au

For information on the TAE10 Training and Education Training Package contact: Innovation & Business Skills Australia

Telephone: (03) 9815 7000

Facsimile: (03) 9815 7001

Email: virtual@ibsa.org.au

Web: www.ibsa.org.au

General Resources

AQF Implementation Handbook, Fourth Edition 2007. Australian Qualifications Framework Advisory Board, 2002 < www.aqf.edu.au>

Australian Quality Training Framework (AQTF) and AQTF 2010 Users" Guide to the Essential Standards for Registration

<http://www.training.com.au/pages/menutitem5cbe14d51b49dd34b225261017a62dbc.aspx>

For general information and resources go to <http://www.training.com.au/>

The National Register is an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses - < www.ntis.gov.au>

The Training Package Development Handbook site provides National Quality Council policy for the development of Training Packages. The site also provides guidance material for the application of that policy, and other useful information and links.

<http://www.deewr.gov.au/Skills/Overview/Policy/TPDH/Pages/main.aspx>

Assessment Resources

Registered training organisations (RTOs) are at the forefront of vocational education and training (VET) in Australia. They translate the needs of industry into relevant, quality, client-focussed training and assessment.

RTOs should strive for innovation in VET teaching and learning practices and develop highly flexible approaches to assessment which take cognisance of specific needs of learners, in order to improve delivery and outcomes of training.

Resources can be purchased or accessed from: TVET Australia provides an integrated service to enable users of the national training

system to identify and acquire training materials, identify copyright requirements and enter licenses for use of that material consistent with the scope and direction of the NQC.

<http://www.productservices.tvetaustralia.com.au/>

Competency Standards

What is competency?

The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.

Competency covers all aspects of workplace performance and involves performing individual tasks; managing a range of different tasks; responding to contingencies or breakdowns; and, dealing with the responsibilities of the workplace, including working with others. Workplace competency requires the ability to apply relevant skills, knowledge and attitudes consistently over time and in the required workplace situations and environments. In line with this concept of competency Training Packages focus on what is expected of a competent individual in the workplace as an outcome of learning, rather than focussing on the learning process itself.

Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation. Each unit of competency within a Training Package is linked to one or more AQF qualifications.

Contextualisation of Units of Competency by RTOs

Registered Training Organisation (RTOs) may contextualise units of competency to reflect local outcomes required. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet local needs. However, the integrity of the overall intended outcome of the unit of competency must be maintained.

Any contextualisation of units of competency in this endorsed Training Package must be within the bounds of the following advice. In contextualising units of competency, RTOs:

- must not remove or add to the number and content of elements and performance criteria
- may add specific industry terminology to performance criteria where this does not distort or narrow the competency outcomes
- may make amendments and additions to the range statement as long as such changes do not diminish the breadth of application of the competency and reduce its portability, and/or

- may add detail to the evidence guide in areas such as the critical aspects of evidence or resources and infrastructure required where these expand the breadth of the competency but do not limit its use.

Components of Units of Competency

The components of units of competency are summarised below, in the order in which they appear in each unit of competency.

Unit Title

The unit title is a succinct statement of the outcome of the unit of competency. Each unit of competency title is unique, both within and across Training Packages.

Unit Descriptor

The unit descriptor broadly communicates the content of the unit of competency and the skill area it addresses. Where units of competency have been contextualised from units of competency from other endorsed Training Packages, summary information is provided. There may also be a brief second paragraph that describes its relationship with other units of competency, and any licensing requirements.

Employability Skills statement

A standard Employability Skills statement appears in each unit of competency. This statement directs trainers and assessors to consider the information contained in the Employability Skills Summary in which the unit of competency is packaged.

Prerequisite Units (optional)

If there are any units of competency that must be completed before the unit, these will be listed.

Application of the Unit

This sub-section fleshes out the unit of competency's scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.

Competency Field (Optional)

The competency field either reflects the way the units of competency are categorised in the Training Package or denotes the industry sector, specialisation or function. It is an optional component of the unit of competency.

Sector (optional)

The industry sector is a further categorisation of the competency field and identifies the next classification, for example an elective or supervision field.

Elements of Competency

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

Performance Criteria

The performance criteria specify the required performance in relevant tasks, roles, skills and in the applied knowledge that enables competent performance. They are usually written in passive voice. Critical terms or phrases may be written in bold italics and then defined in range statement, in the order of their appearance in the performance criteria.

Required Skills and Knowledge

The essential skills and knowledge are either identified separately or combined. Knowledge identifies what a person needs to know to perform the work in an informed and effective manner. Skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.

Range Statement

The range statement provides a context for the unit of competency, describing 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. As applicable, the meanings of key terms used in the performance criteria will also be explained in the range statement.

Evidence Guide

The evidence guide is critical in assessment as it provides information to the Registered Training Organisation (RTO) and assessor about how the described competency may be demonstrated. The evidence guide does this by providing a range of evidence for the assessor to make determinations, and by providing the assessment context. The evidence guide describes:

- conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment
- relationships with the assessment of any other units of competency
- suitable methodologies for conducting assessment including the potential for workplace simulation
- resource implications, for example access to particular equipment, infrastructure or situations
- how consistency in performance can be assessed over time, various contexts and with a range of evidence, and expectations at the AQF qualification level involved

Employability Skills in units of competency

The detail and application of Employability Skills facets will vary according to the job-role requirements of each industry. In developing Training Packages, industry stakeholders are consulted to identify appropriate facets of Employability Skills which are incorporated into the relevant units of competency and qualifications.

Employability Skills are not a discrete requirement contained in units of competency (as was the case with Key Competencies). Employability Skills are specifically expressed in the context of the work outcomes described in units of competency and will appear in elements, performance criteria, range statements and evidence guides. As a result, users of Training Packages are required to review the entire unit of competency in order to accurately determine Employability Skills requirements.

How Employability Skills relate to the Key Competencies

The eight nationally agreed Employability Skills now replace the seven Key Competencies in Training Packages. Trainers and assessors who have used Training Packages prior to the introduction of Employability Skills may find the following comparison useful.

Employability Skills	Mayer Key Competencies
Communication	Communicating ideas and information
Teamwork	Working with others and in teams
Problem solving	Solving problems Using mathematical ideas and techniques
Initiative and enterprise	
Planning and organising	Collecting, analysing and organising information Planning and organising activities
Self-management	
Learning	
Technology	Using technology

When analysing the above table it is important to consider the relationship and natural overlap of Employability Skills. For example, using technology may involve communication skills and combine the understanding of mathematical concepts.

Explicitly embedding Employability Skills in units of competency

This Training Package seeks to ensure that industry-endorsed Employability Skills are explicitly embedded in units of competency. The application of each skill and the level of detail included in each part of the unit will vary according to industry requirements and the nature of the unit of competency.

Employability Skills must be both explicit and embedded within units of competency. This means that Employability Skills will be:

- embedded in units of competency as part of the other performance requirements that make up the competency as a whole
- explicitly described within units of competency to enable Training Packages users to identify accurately the performance requirements of each unit with regards to Employability Skills.

This Training Package also seeks to ensure that Employability Skills are well-defined and written into units of competency so that they are apparent, clear and can be delivered and assessed as an essential component of unit work outcomes.

The following table contains examples of embedded Employability Skills for each component of a unit of competency. Please note that in the examples below the bracketed skills are provided only for clarification and will not be present in units of competency within this Training Package.

Example Employability Skills unit

Unit component	Example of embedded Employability Skill
Unit Title	Apply hydro-cooling processes to fresh produce (planning and organising, technology)
Unit Descriptor	<p>This unit covers the skills and knowledge required to use hydro-cooling equipment and processes to cool fresh fruit or vegetables in preparation for storage or transportation.</p> <p>(problem solving; initiative and enterprise; technology;)</p>
Element	<p>Determine requirements for hydro-cooling</p> <p>(problem solving; planning and organising; initiative and enterprise)</p>
Performance Criteria	<p>Goods are located in correct storage areas to meet storage temperature, stores handling and stock rotation requirements</p> <p>Stores information is recorded according to workplace requirements</p> <p>Non-compliances or problems are promptly identified and acted upon</p> <p>(self-management; communication; problem solving; planning and organising; initiative and enterprise)</p>
Range Statement	Workplace information may include Standard
	<p>Operating Procedures (SOPs), specifications, production schedules and instructions, manufacturers' advice, standard forms and reports</p> <p>(communication)</p>
Required Skills and Knowledge	<p>key stages of cooling process; temperature control requirements of produce; Food safety and quality consequences of stock temperature control requirements</p> <p>(learning, technology)</p>

Evidence Guide

Competency Standards - Industry Contextualisation

FDF10 contextualisation guidelines

This Training Package is relevant to the broad spectrum of Australian industries where food, beverage and pharmaceutical production is undertaken and users are encouraged to customise qualifications and contextualise units of competency to suit their enterprise or sector purposes, provided that the customisation rules are followed.

Customisation of this Training Package may be achieved by:

- choosing appropriate electives from units provided in this Training Package
- importing elective units from other Training Packages or accredited courses
- contextualising units of competency to better suit an enterprise or industry context.

The export of units to other Training Packages is encouraged provided the following rules are observed.

Choosing appropriate electives

The electives listed in the Food Processing Training Package provide for skill development in all areas identified by industry representatives during consultations.

Most qualifications are able to be customised since candidates are able to choose particular combinations of elective units to suit their individual needs or work context.

Importing elective units from other Training Packages or accredited courses

To achieve maximum cross-industry application, the packaging rules enable units of competency to be imported from any Training Package or accredited course that is directly relevant to the candidate's current or intended work environment. In providing this flexibility it is incumbent on RTOs to ensure that the integrity of qualifications in the Training Package is maintained. The following guidelines for importing units apply.

- Imported units must relate to the core functions or roles in the candidate's current or intended work environment.
- The original title and code for the imported unit of competency must be retained.
- Imported units must come from other endorsed Training Packages or accredited courses.
- Imported units must align to the qualification level outlined in the relevant qualification packaging rules.

Exporting competencies to other Training Packages

FDF10 has some application across industries outside the scope of the FDF10 training package. All FDF10 units may be imported to other Training Packages provided that:

- the original unit code and unit title are retained
- they are only contextualised to the extent outlined in the *section on Competency Standards*
- the user advises the appropriate Industry Skills Council in writing of the specific competencies exported to enable input during future revisions and ongoing communication.

Contextualisation of units of competency

FDF10 competencies are able to be used in a wide range of industry sectors and enterprises. To enable this, contextualising of the units of competency is actively encouraged provided the requirements outlined in the earlier *section on Competency Standards* are met.

Appendices

Appendices

Appendix 1 - Impact of changes

Appendix 2 - Project background

Appendix 3 : Project management and consultation

Appendix 1 – Impact of changes

Overview

Summary of changes – units and qualifications

The Food Processing Training Package has been fully reviewed and updated, apart from the wine and food safety auditing qualifications which will be the subject of later submission.

Existing units of competency and qualifications have been revised as follows:

- new coding has been applied to all qualifications and units of competency;
- all units have been revised with updated unit descriptors, application statements, required knowledge and skills, and Evidence Guides;
- existing qualifications have been revised to improve flexibility and encourage further uptake of this Training Package;
- all units have been reviewed to improve their reference to sustainability skills;
- all qualifications have had a sustainability related unit of competency added as a core unit;
- the packaging rules comply with the new flexibility requirements that took effect from 2010.
-

Addition of mandatory sustainability units

In line with the AgriFood Skills Australia Board's agreed policy that sustainability units are to be included in the core and elective banks of all qualifications, sustainability related units have been incorporated into all the Food Processing qualifications.

As these units can be co delivered with many operational units, the impact on delivery

and funding should be minimal.

Revised Training Package code and unit codes

As the review of a Training Package automatically results in coding changes, AgriFood Skills Australia made the decision to take the opportunity to change the Food Processing Training Package unit codes to a new format.

AgriFood Skills Australia has agreed to use numeric industry field identifiers for all units of competency. This provides a more data-friendly model of coding and one that is based on a logical arrangement. Given the range of food processing sectors there was a potential to use identical alpha characters and the association of some sectors with their alpha codes lacked intuitive meaning.

The table below indicates the industry field codes for FDF10:

FDF10 Code identifier	Sector/competency field
AU	Food safety auditing
BK	Baking - biscuits / cakes / pastry
BV	Beverages - aerated waters/coffee/ice
CON	Confectionary
DP	Dairy processing
FS	Food Safety
FV	Fruit and vegetable
GR	Grain processing – stock feed, flour milling, grain processing
GPS	Grocery products and supplies - edible oils and fats/honey
OHS	Occupational Health & Safety
OP	Cross sector operational skills
PB	Plant baking

PH	Pharmaceutical & complimentary
PO	Poultry
PPL	Cross sector skills targeting people, planning and logistics – information management, people management/work relationships, process improvement
RB	Retail baking
TEC	Technical

The first number after the field code indicates the initial alignment of the unit in a qualification. Note that an additional ‘0’ has been added to the sequence code to accommodate the possibility of more than 99 units in that sequence.

For example the unit coded FDFRB2001A reflects a first version (A) of a retail baking unit (RB) which is first packaged at the Certificate II level (2) within the Food Processing Training Package (FDF). The unit identifier number is 001.

Industry priorities and expectations

Industry representatives and RTO expectations at the beginning of the review project were for an update to the Training Package rather than a radical overhaul. The Food Processing Training Package now being submitted for endorsement meets this expectation by maintaining most sectors and by continuing with traditional incorporation of units into the various AQF qualifications while at the same time increasing the range of FDF and imported units and simplifying the qualification packaging rules.

Industry did have some changed expectations around the Certificate III qualification in Food Processing. There was an identified need to increase the range of technical skill units to cater for the increased recognition given to the role of senior operator since the endorsement of the FDF03 Food Processing Training Package. This increased role has been accommodated through an increase in the number of technical electives in the Certificate III in Food Processing and an increase in the number of units required to complete the qualification, from 13 to 17 units.

The increased number of imported units is consistent with the AgriFood Skills Australia rationalisation process and also makes better use of resources in thin markets. It is also a reflection of the ubiquitous nature of process control technology and government

regulation and a common industry attitude and culture across vast portions of the food processing sector.

Impact of newly endorsed components

No changes have been made to the previous version of the units or qualifications that will cause significant impacts to RTOs apart from the increased number of units for Certificate III in Food Processing, the coding changes and the addition of a mandatory sustainability unit into the core for every qualification. Other than the addition of a sustainability unit in the core group for existing qualifications and the changes to the Certificate III in Food Processing, the revised qualifications are considered equivalent in technical content.

While all existing units have been revised to improve their currency and reflect feedback from users, the bulk of revised units have equivalent outcomes to the units in the previous version of the Training Package. As part of the update, all prerequisite requirements were rigorously reviewed with many being withdrawn. This has resulted in many units being deemed not equivalent. However in most cases the technical outcome of the individual units has not been altered. This information is included in the Training Package mapping documentation.

Implementation of the FDF10 Food Processing Training Package is expected in all States and Territories. RTOs throughout Australia have delivered previous versions of the Food Processing Training Package (FDF98 and FDF03) for almost a decade. These RTOs will now be able to take advantage of the updated units and qualifications. The inclusion of selected Competitive Manufacturing units will also allow these RTOs to assist their client organisations to move towards best practice manufacturing while still delivering fundamental food processing technical skills.

State and Territory Training Authorities, RTOs and industry stakeholders have been consulted during the development process and have been kept informed of the changes. AgriFood Skills Australia is not aware of any issues that need addressing to ensure successful implementation. It is expected RTOs with scope of existing FDF03 qualifications will be seek automatic extension of scope for the revised qualifications.

Appendix 2: Project background

The current Food Processing Training Package (FDF03) consists of a number of generic food processing qualifications serving a variety of industry sectors as well as specific qualifications for the retail baking, plant baking, pharmaceutical manufacturing and wine industries. The training package also includes two qualifications targeted at food safety

auditing.

Richard Jenkins and Associates (RJA) was contracted in May 2008 to review the Food Processing Training Package.

The range of work identified for the review included a number of industry identified processes as well as compliance related adjustments to qualifications and units of competency. These compliance related changes include:

- updating qualifications and units of competency to the latest CAT template
- incorporation of Employability Skills
- revision of qualification packaging rules to reflect the latest COAG/NQC flexibility rules
- addition of a sustainability unit to the core of each qualification.

Shortly after the contract for the Review was signed, DEEWR advised all Industry Skill Councils that as part of the work on developing training.gov.au, and associated redevelopment of the NTIS, there would be a moratorium later in 2008 or early 2009 on endorsement submissions from ISCs. In view of this moratorium, RJA and AgriFood Skills Australia agreed to divide the work of the Review into a number of discrete projects resulting in a different timetable for the review of some qualifications.

These projects are:

- Review of the Food Processing, Pharmaceutical Manufacturing, Plant Baking, Retail Baking and Food Processing (Sales) qualifications. This is known as the "main" review.
- Review of the wine qualifications
- Additional projects associated with the review of the Food Processing Training Package. These are:
 - Review of Food Safety units and Food Safety Auditing qualifications
 - Development of new Food Science and Technology qualifications
 - Development of an advanced baking qualification
 - Development of a Certificate IV qualification in Flour Milling
 - Development of additional units in malting and brewing
 - Review of the coverage of cheese making including the possible development of a new qualification

The reviewed wine qualifications and the outcome of the additional projects will be the subject of a later variation to the FDF10 Food Processing Training Package.

Appendix 3: Project management and consultation

Overall supervision of the Project has been the responsibility of the AgriFood Skills Australia Food Standing Committee as shown in the table below.

AgriFood Skills Australia Food Standing Committee

Name	Enterprise/organisation
Sylvia Healy (Chair) Learning and Development Manager	Pernod-Ricard-Pacific (<i>has since left company</i>)
Amanda Solly Group Manager Workforce Development	Murray Goulburn Cooperative
Trish Hyde Executive Officer	Australasian Confectionery Manufacturers
Jo Davey	Pirrama Consulting and representative of the Australian Institute of Food Science and Technology
Steve Ruff Group OHS & WC Manager	Inghams Enterprises Pty Ltd
Elizabeth de Somer Manager, Regulatory Affairs	Medicines Australia
Peter Warren Manager, Industrial Relations	Australian Sugar Milling Association
Tony Smith Executive Director	Baking Industry Association of Australia
Michael Hedley National HR Manager, Training	Simplot Australia Pty Ltd

<p>Andrea Berteit Chief Executive Officer</p>	<p>Food Industry Association WA Inc</p>
<p>Doug Stevens National Secretary (ex –officio as AgriFood ISC Director)</p>	<p>NUW</p>

Consultations during the development and validation process were undertaken with:

- representatives of enterprises, unions and industry organisations
- technical experts from sectors or specialty areas of expertise
- representatives of RTOs who already offer current qualifications and/or are intending to offer qualifications
- Food Safety Regulators
- Therapeutic Goods Administration
- State Training Authorities.

Consultation was through a mixture of face-to-face, group, telephone and email consultations.

Drafts of all units of competence and qualifications were placed on the AgriFood Skills Australia website for consultation and validation with stakeholders advised by email about how to access the site and provide feedback. This included industry stakeholders listed on the AgriFood Skills Australia database, State industry advisory bodies, and State Training Authorities.

Feedback was used to further refine the units and qualifications. In some cases, the feedback received and the units involved were reviewed again by technical experts prior to final editing.

The draft Case for Endorsement and final drafts of the new units were validated and approved by all major stakeholders. This included the AgriFood Skills Australia Board Sub-committee, the AgriFood Skills Australia Board, industry representatives, State ITABs and RTOs.