Australian Government

Department of Education, Employment and Workplace Relations

FDF10 Food Processing

Release 4.0

CONTENTS

Modification History **3**
Imprint **4**
Preliminary Information **5**
Full List of AQF Qualifications in FDF10v4 Training Package **5**
Full List of Units of Competency including Imported Units **7**
Qualification Mapping of FDF10 - all Versions **45**
Unit Mapping FDF10v3 to FDF10v4 ..... **48**
Unit Mapping FDF10v2 to FDF10v3 ..... **49**
Unit Mapping SUG02 to FDF10v2 ..... **58**
Unit Mapping FDF03 to FDF10v2 ..... **60**
Overview **73**
Qualifications Framework **82**
Qualification Pathways **89**
Assessment Guidelines **101**
Assessment Guidelines - Industry Contextualisation **114**
Competency Standards **122**
Competency Standards - Industry Contextualisation **128**

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Modification History

Version Modification History

Version	Release Date	Comments
4		Addition of new Qualification: • FDF41012 Certificate IV in Flour Milling Addition of six new Units of Competency: • FDFGR3003A Lead flour milling shift operations • FDFGR3004A Control mill processes and performance • FDFGR4001A Control power and automation for milling processes • FDFGR4002A Supervise testing processes for wheat and flour • FDFGR4003A Manage mill logistics and support services • FDFGR4004A Supervise dust control procedures in a grain processing enterprise • Replacement of 17 superseded imported Units from MSA07 to MSS11 deemed 'not equivalent' by host ISC • ISC Upgrade • Addition of new Units to FDF30111 Certificate III in Food Processing to support flour milling outcomes: • FDFGR3003A Lead flour milling shift operations • FDFGR3004A Control mill processes and performance Replacement of superseded imported Units from MSA07 to MSS11 deemed 'equivalent' by host ISC

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Version	Release Date	Comments
3	1 May 2012	Addition of a new Sugar Milling sector. Inclusion of new Qualifications and Units of Competency in sugar milling, and new Units of Competency in grains and operations. Updates to existing Qualifications to include new grains and operations units. Inclusion of new Skill Sets. Typographical corrections and edits for clarity in existing Qualifications and Skill Sets. Update of previously imported SUG02 Units of Competency to new native sugar milling Units.
2	4 November 2011	Inclusion of new qualifications and units of competency in wine, baking and food science and technology, and updates to existing qualifications and units of competency. Inclusion of new Skill Sets.
1	31 January 2011	Primary release of FDF10.

Imprint

FDF10 Food Processing

Copyright Statement

© 2012 Commonwealth of Australia.

With the exception of the Commonwealth Coat of Arms, the Department's logo, any material protected by a t
Creative Commons Attribution-No Derivative Works 3.0 Australia licence.

The details of the relevant licence conditions are available on the Creative Commons website (www.creativecommons.org.au) as is the full legal code. The document must be attributed as the FDF10 Food Processing Training Package Version 4.

Disclaimer

This work is the result of wide consultations with Australian industry participants. It is a collaborative view a
may omit factors which could be pertinent in particular cases.
While care has been taken in the preparation of this Training Package, DEEWR and the original developer do
date for your State or Territory. DEEWR and the original developer do not accept any liability for any damag
information contained in this Training Package.
The Commonwealth, through the Department of Education, Employment and Workplace Relations, does not
which is provided in this material or incorporated into it by reference. The information is provided on the bas
accuracy of its content. No liability is accepted for any information or services which may appear in any othe
websites.

Published by: AgriFood Skills Australia
First published: 31 January 2011
ISBN:
Printed by:
Print Version Number: 4
Release Date:
Review Date: 31 October 2013

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 4 - 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).

Full List of AQF Qualifications in FDF10v4 Training Package

Code	Title
FDF10111	Certificate I in Food Processing

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title
FDF10210	Certificate I in Pharmaceutical Manufacturing
FDF11012	Certificate I in Sugar Milling Industry Operations
FDF20111	Certificate II in Food Processing
FDF20211	Certificate II in Pharmaceutical Manufacturing
FDF20411	Certificate II in Wine Industry Operations
FDF20510	Certificate II in Retail Baking Assistance
FDF20911	Certificate II in Food Processing (Sales)
FDF21012	Certificate II in Sugar Milling Industry Operations
FDF30111	Certificate III in Food Processing
FDF30210	Certificate III in Pharmaceutical Manufacturing
FDF30310	Certificate III in Plant Baking
FDF30411	Certificate III in Wine Industry Operations
FDF30510	Certificate III in Retail Baking (Cake and Pastry)
FDF30610	Certificate III in Retail Baking (Bread)
FDF30710	Certificate III in Retail Baking (Combined)
FDF30910	Certificate III in Food Processing (Sales)
FDF31012	Certificate III in Sugar Milling Industry Operations
FDF40110	Certificate IV in Food Processing
FDF40210	Certificate IV in Pharmaceutical Manufacturing
FDF40311	Certificate IV in Food Science and Technology
FDF40811	Certificate IV in Advanced Baking
FDF41012	Certificate IV in Flour Milling
FDF50110	Diploma of Food Processing
FDF50210	Diploma of Pharmaceutical Manufacturing

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title
FDF50311	Diploma of Food Science and Technology

Full List of Units of Competency including Imported Units

FDF10v4 Units of Competency and their Pre-Requisite Requirements

Code	Title	Pre-Requisite (Code/s)
FDFAU4001A	Assess compliance with food safety programs	
FDFAU4002A	Communicate and negotiate to conduct food safety audits	
FDFAU4003A	Conduct food safety audits	
FDFAU4004A	Identify, evaluate and control food safety hazards	
FDFAU4005A	Audit bivalve mollusc growing and harvesting processes	FDFAU4002A FDFAU4003A FDFAU4004A
FDFAU4006A	Audit a cook chill process	FDFAU4002A FDFAU4003A FDFAU4004A
FDFAU4007B	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	
FDFBK2002A	Operate a pastry forming and filling process	
FDFBK2003A	Manufacture rye crisp breads	
FDFBK2004A	Manufacture wafer products	
FDFBK2005A	Operate a doughnut making process	

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title	Pre-Requisite (Code/s)
FDFBK2006A	Operate a griddle production process	
FDFBK2007A	Operate a pastry production process	
FDFBP2001A	Operate the bottle supply process	
FDFBP2002A	Operate the carton erection process	
FDFBP2003A	Operate the carton packing process	
FDFBP2004A	Operate the bottle sealing process	
FDFBP2005A	Operate the electronic coding process	
FDFBP2006A	Operate traditional sparkling wine processes	
FDFBP2007A	Operate the tirage and transfer process	
FDFBP2008A	Perform packaging equipment changeover	
FDFBP2009A	Operate the bottle capsuling process	
FDFBP2010A	Operate manual bottling and packaging processes	
FDFBP2011A	Operate the palletising process	
FDFBP3001A	Operate the bottle filling process	
FDFBP3002A	Operate the labelling process	
FDFBP3003A	Operate the softpack filling process	
FDFBV2001A	Operate a deaeration, mixing and carbonation process	
FDFBV2002A	Manufacture coffee (roast and ground)	
FDFBV2003A	Operate an ice manufacturing process	
FDFCD2001A	Conduct winery and/or site tours	FDFCD2002A SIRXCCS202
FDFCD2002A	Promote wine tourism information	SIRXCCS202
FDFCD2003A	Evaluate wines (standard)	
FDFCD2004A	Perform cellar door stock control procedure	FDFCD2003A

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title	Pre-Requisite (Code/s)
FDFCD2005A	Sell cellar door products and services	SIRXCCS202 FDFCD2003A SITHFAB009A
FDFCD2006A	Conduct a standard product tasting	SIRXCCS202 FDFCD2003A SITHFAB009A
FDFCD3001A	Evaluate wines (advanced)	FDFCD2003A
FDFCD3002A	Conduct a specialised product tasting	FDFCD2002A SIRXCCS202 FDFCD2006A FDFCD2003A SITHFAB009A
FDFCD3003A	Coordinate winery hospitality activities	SIRXCCS202
FDFCEL2001A	Perform oak handling activities	FDFCEL2018A FDFCEL2019A
FDFCEL2002A	Perform fermentation operations	FDFCEL2017A
FDFCEL2003A	Operate the ion exchange process	FDFCEL2019A
FDFCEL2004A	Perform single column lees stripping (continuous still brandy) operations	FDFOP2004A FDFOP2013A MSL973001A
FDFCEL2005A	Operate the pressing process	FDFCEL2019A
FDFCEL2006A	Operate clarification by separation (centrifugation) process	FDFCEL2018A FDFCEL2019A
FDFCEL2007A	Prepare and monitor wine cultures	FDFCEL2019A
FDFCEL2008A	Perform dual column distillation (continuous still brandy) operations	FDFCEL2004A FDFCEL2012A FDFCEL2019A
FDFCEL2009A	Perform first distillation (pot still brandy) operations	FDFOP2013A MSL973001A
FDFCEL2010A	Operate the fine filtration process	

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title	Pre-Requisite (Code/s)
FDFCEL2011A	Perform heat exchange operations	
FDFCEL2012A	Handle spirits	FDFCEL2019A
FDFCEL2013A	Operate the pressure leaf filtration process	FDFCEL2018A FDFCEL2019A
FDFCEL2014A	Operate the rotary vacuum filtration process	FDFCEL2018A FDFCEL2019A
FDFCEL2015A	Perform must draining operations	FDFCEL2019A
FDFCEL2016A	Operate the crushing process	FDFCEL2019A
FDFCEL2017A	Prepare and make additions and finings	
FDFCEL2018A	Carry out inert gas handling operations	
FDFCEL2019A	Carry out transfer operations	
FDFCEL2020A	Prepare and wax tanks	
FDFCEL3001A	Perform second distillation (pot still brandy) operations	FDFOP2013A MSL973001A
FDFCEL3002A	Operate the continuous clarification by separation (flotation) process	FDFCEL2018A FDFCEL2019A
FDFCEL3003A	Operate the concentration process	FDFCEL2019A
FDFCEL3004A	Perform de-aromatising, de-alcoholising or de-sulphuring operations	FDFCEL2018A FDFCEL2019A
FDFCEL3005A	Perform rectification (continuous still) operations	FDFCEL2004A FDFOP2004A FDFOP2013A MSL973001A FDFCEL2012A FDFCEL2019A
FDFCH3001A	Coordinate cheese making operations	
FDFCH3002A	Carry out processes for a range of artisan cheeses	
FDFCH4001A	Carry out sampling and interpret tests for cheese production	MSL973001A

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title	Pre-Requisite (Code/s)
FDFCH4002A	Produce acid-coagulated soft cheeses	
FDFCH4003A	Produce a range of rennet-coagulated cheeses	
FDFCH4004A	Produce acid/heat-coagulated cheeses	
FDFCON2001A	Examine raw ingredients used in confectionery	
FDFCON2002A	Operate a boiled confectionery process	
FDFCON2003A	Operate a chocolate conching process	
FDFCON2004A	Operate a chocolate depositing or moulding process	
FDFCON2005A	Operate a confectionery depositing process	
FDFCON2006A	Operate a granulation and compression process	
FDFCON2007A	Operate a panning process	
FDFCON2008A	Operate a chocolate refining process	
FDFCON2009A	Operate a starch moulding process	
FDFDP2001A	Operate a butter churning process	
FDFDP2002A	Operate a butter oil process	FDFDP2001A OR FDFOP2043A
FDFDP2003A	Operate a curd production and cutting process	
FDFDP2004A	Operate a cooling and hardening process	
FDFDP2005A	Operate a cheese pressing and moulding process	
FDFDP2006A	Operate a fermentation process	
FDFFS1001A	Follow work procedures to maintain food safety	
FDFFS2001A	Implement the food safety program and procedures	
FDFFS3001A	Monitor the implementation of quality and food safety programs	FDFFS2001A
FDFFS4001A	Supervise and maintain a food safety plan	

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title	Pre-Requisite (Code/s)
FDFFS4002A	Supervise and verify supporting programs for food safety	
FDFFS5001A	Develop a HACCP-based food safety plan	FDFFS4001A
FDFFST4001A	Apply food processing technologies	
FDFFST4002A	Monitor the development and implementation of a food QA system	
FDFFST4003A	Apply digital technology in food processing	
FDFFST4004A	Perform microbiological procedures in the food industry	
FDFFST4005A	Document processes and procedures for a food product	
FDFFST4006A	Apply food preservation technologies	
FDFFST4007A	Establish operational requirements for a food processing enterprise	
FDFFST4008A	Preserve food in cans or sealed containers	
FDFFST4009A	Label foods according to legislative requirements	
FDFFST4010A	Apply sensory analysis in food processing	
FDFFST4011A	Apply the principles of nutrition to food processing	
FDFFST4012A	Apply water management principles to the food industry	
FDFFST4020A	Implement and review the processing of market milk and related products	
FDFFST4021A	Carry out sampling and testing of milk at receival	
FDFFST4022A	Implement and review the preparation of milk for processing	
FDFFST4030A	Implement and review the processing of chocolate and sugar-panned products	
FDFFST4031A	Implement and review the processing of aerated confectioneries	

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title	Pre-Requisite (Code/s)
FDFFST4032A	Implement and review the production of gums and jellies	
FDFFST4033A	Implement and review the production of chocolate products	
FDFFST4034A	Implement and review the processing of chocolate	
FDFFST4035A	Implement and review the processing of high and low boil confectionery	
FDFFST4036A	Implement and review the processing of confectionery products	
FDFFST4040A	Identify and implement product safety and quality for chilled or frozen poultry product manufacturing	
FDFFST4041A	Identify and implement product safety and quality for cooked poultry product manufacturing	
FDFFST4042A	Identify and implement product safety and quality for egg based product manufacturing	
FDFFST4050A	Identify and implement product safety and quality for processing of fruit, vegetables and other produce	
FDFFST4051A	Identify and implement product safety and quality processes for fish and seafood products	
FDFFST4052A	Implement and review the manufacturing and processing of edible fats and oils	
FDFFST4053A	Implement and review manufacturing, packaging and testing of beverage products	
FDFFST4054A	Identify and implement product safety and quality for manufacturing of cereal products	
FDFFST5001A	Monitor refrigeration and air conditioning systems in food processing	
FDFFST5002A	Identify and implement required process control for a food processing operation	
FDFFST5003A	Construct a process control chart for a food processing	

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title	Pre-Requisite (Code/s)
	operation	
FDFFST5004A	Specify and monitor the nutritional value of processed foods	
FDFFST5005A	Identify the biochemical properties of food	
FDFFST5006A	Apply food microbiological techniques and analysis	FDFFST4004A
FDFFST5007A	Evaluate sampling plans in relation to food industry standards	
FDFFST5008A	Develop a new food product	
FDFFST5023A	Implement and review the production of milk fat products	
FDFFST5024A	Implement and review the production of fermented dairy products and dairy desserts	
FDFFST5025A	Implement and review the production of concentrated and dried dairy products	
FDFFST5026A	Implement and review the production of ice creams and frozen dairy products	
FDFFST5027A	Implement and review the production of milk and related products by the membrane system	
FDFFST5030A	Develop, manage and maintain quality systems for food processing	
FDFFV2001A	Apply hydro-cooling process to fresh produce	
FDFFV3001A	Conduct chemical wash for fresh produce	
FDFFV3002A	Program fresh produce grading equipment	
FDFGPS2001A	Operate a bleaching process	
FDFGPS2002A	Operate a complecting process	
FDFGPS2003A	Operate a deodorising process	
FDFGPS2004A	Operate a flake preparation process	

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title	Pre-Requisite (Code/s)
FDFGPS2005A	Operate a fractionation process	
FDFGPS2006A	Operate a hydrogenation process	
FDFGPS2007A	Operate an interesterification process	
FDFGPS2008A	Operate a neutralisation process	
FDFGPS2009A	Operate a soap splitting process	
FDFGPS2010A	Operate a winterisation process	
FDFGPS2011A	Operate a creamed honey manufacture process	
FDFGR2001A	Operate a liquid, mash or block stockfeed process	
FDFGR2002A	Understand mill operations and technologies	
FDFGR2003A	Operate a grain conditioning process	
FDFGR2004A	Operate a grain cleaning process	
FDFGR2005A	Operate a purification process	
FDFGR2006A	Operate a scalping and grading process	
FDFGR2007A	Operate a scratch and sizing process	
FDFGR2008A	Operate a break roll process	
FDFGR2009A	Operate a pelleting process	
FDFGR2010A	Handle grain in a storage area	
FDFGR2011A	Receive grain for malting	FDFGR2010A
FDFGR2012A	Prepare malted grain	FDFGR2010A
FDFGR2013A	Blend and dispatch malt	
FDFGR3001A	Work with micronutrients or additions in stockfeed manufacturing processes	
FDFGR3002A	Demonstrate knowledge of animal nutrition principles	
FDFGR3003A	Lead flour milling shift operations	

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title	Pre-Requisite (Code/s)
FDFGR3004A	Control mill processes and performance	
FDFGR4001A	Control power and automation for milling processes	
FDFGR4002A	Supervise testing processes for wheat and flour	
FDFGR4003A	Manage mill logistics and support services	
FDFGR4004A	Supervise dust control procedures in a grain processing enterprise	
FDFLAB2001A	Perform basic analytical tests	FDFLAB2011A
FDFLAB2002A	Perform basic microbiological tests	FDFLAB2012A FDFLAB2011A
FDFLAB2003A	Perform basic packaging tests and inspections	FDFLAB2011A
FDFLAB2004A	Prepare laboratory solutions and stains	FDFLAB2011A
FDFLAB2005A	Prepare and pour culture media	FDFLAB2012A FDFLAB2011A
FDFLAB2006A	Record laboratory data	
FDFLAB2007A	Standardise laboratory solutions	FDFLAB2011A
FDFLAB2008A	Analyse laboratory data	FDFLAB2006A
FDFLAB2009A	Perform packaging quality control procedures	FDFLAB2011A
FDFLAB2010A	Prepare product or show samples	FDFLAB2011A
FDFLAB2011A	Use basic laboratory equipment	
FDFLAB2012A	Maintain aseptic environment	FDFLAB2011A
FDFLAB3001A	Use computer technology for laboratory applications	FDFLAB2008A FDFLAB2006A
FDFLAB3002A	Perform non-routine or specialised tests	FDFLAB2006A FDFLAB2001A FDFLAB2002A FDFLAB2009A FDFLAB2011A FDFLAB2012A

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title	Pre-Requisite (Code/s)
FDFLAB3003A	Perform routine troubleshooting procedures	FDFLAB2006A FDFLAB2001A FDFLAB2002A FDFLAB2009A FDFLAB2011A FDFLAB2012A
FDFLAB3004A	Check and maintain readiness of wine testing equipment	FDFLAB2006A FDFLAB2001A FDFLAB2002A FDFLAB2009A FDFLAB2011A FDFLAB2012A
FDFLAB3005A	Perform instrumental tests or procedures on wine samples	FDFLAB2006A FDFLAB2001A FDFLAB2002A FDFLAB2009A FDFLAB2011A FDFLAB2012A
FDFOHS1001A	Work safely	
FDFOHS2001A	Participate in OHS processes	
FDFOHS3001A	Contribute to OHS processes	
FDFOHS4001A	Identify, assess and control OHS risk in own work	
FDFOHS4002A	Maintain OHS processes	
FDFOHS5001A	Manage OHS processes	
FDFOP1001A	Pack or unpack product manually	
FDFOP1002A	Operate automated washing equipment	
FDFOP1003A	Carry out manual handling tasks	
FDFOP1004A	Prepare basic mixes	
FDFOP1005A	Operate basic equipment	
FDFOP1006A	Monitor process operation	

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title	Pre-Requisite (Code/s)
FDFOP1007A	Participate effectively in a workplace environment	
FDFOP1008A	Take and record basic measurements	
FDFOP1009A	Follow work procedures to maintain quality	
FDFOP1010A	Communicate workplace information	
FDFOP2001A	Work effectively in the food processing industry	
FDFOP2002A	Inspect and sort materials and product	
FDFOP2003A	Clean equipment in place	
FDFOP2004A	Clean and sanitise equipment	
FDFOP2005A	Work in a socially diverse environment	
FDFOP2006A	Operate a bulk dry goods transfer process	
FDFOP2007A	Work in a freezer storage area	
FDFOP2008A	Operate a bulk liquid transfer process	
FDFOP2009A	Load and unload tankers	
FDFOP2010A	Work with temperature controlled stock	
FDFOP2011A	Conduct routine maintenance	
FDFOP2012A	Maintain food safety when loading, unloading and transporting food	
FDFOP2013A	Apply sampling procedures	
FDFOP2014A	Participate in sensory analyses	
FDFOP2015A	Apply principles of statistical process control	FDFOP2061A
FDFOP2016A	Work in a food handling area for non-food handlers	
FDFOP2017A	Operate a blending, sieving and bagging process	
FDFOP2018A	Operate a case packing process	
FDFOP2019A	Fill and close product in cans	

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title	Pre-Requisite (Code/s)
FDFOP2020A	Operate a form, fill and seal process	
FDFOP2021A	Operate a fill and seal process	
FDFOP2022A	Operate a high speed wrapping process	
FDFOP2023A	Operate a packaging process	
FDFOP2024A	Operate a cooling, slicing and wrapping process	
FDFOP2025A	Manufacture extruded and toasted products	
FDFOP2026A	Operate a forming or shaping process	
FDFOP2027A	Dispense non-bulk ingredients	
FDFOP2028A	Operate a mixing or blending process	
FDFOP2029A	Operate a baking process	
FDFOP2030A	Operate a process control interface	
FDFOP2031A	Operate a coating application process	
FDFOP2032A	Work in a clean room environment	FDFFS2001A FDFPH2001A
FDFOP2033A	Operate a depositing process	
FDFOP2034A	Operate an evaporation process	
FDFOP2035A	Operate an enrobing process	
FDFOP2036A	Operate an extrusion process	
FDFOP2037A	Operate a filtration process	
FDFOP2038A	Operate a grinding process	
FDFOP2039A	Operate a frying process	
FDFOP2040A	Operate a heat treatment process	
FDFOP2041A	Operate a mixing or blending and cooking process	
FDFOP2042A	Operate a drying process	

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title	Pre-Requisite (Code/s)
FDFOP2043A	Operate an homogenising process	
FDFOP2044A	Operate a retort process	
FDFOP2045A	Operate pumping equipment	
FDFOP2046A	Operate a production process	
FDFOP2047A	Operate a portion saw	
FDFOP2048A	Pre-process raw materials	
FDFOP2049A	Operate a reduction process	
FDFOP2050A	Operate a separation process	
FDFOP2051A	Operate a spreads production process	
FDFOP2052A	Operate a chocolate tempering process	
FDFOP2053A	Operate a washing and drying process	
FDFOP2054A	Operate a water purification process	
FDFOP2055A	Freeze dough	
FDFOP2056A	Operate a freezing process	
FDFOP2057A	Operate a membrane process	
FDFOP2058A	Operate a holding and storage process	
FDFOP2059A	Operate a continuous freezing process	
FDFOP2060A	Operate an automated cutting process	
FDFOP2061A	Use numerical applications in the workplace	
FDFOP2062A	Apply work procedures to maintain integrity of product	
FDFOP2063A	Apply quality systems and procedures	
FDFOP2064A	Provide and apply workplace information	
FDFOP2065A	Work in confined spaces in the food and beverage industries	FDFOHS2001A

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title	Pre-Requisite (Code/s)
FDFOP2066A	Operate a wort production process	FDFOP2071A
FDFOP2067A	Operate a brewery fermentation process	FDFOP2071A
FDFOP2068A	Operate a beer maturation process	FDFOP2071A
FDFOP2069A	Operate a beer filtration process	FDFOP2071A
FDFOP2070A	Operate a bright beer tank process	FDFOP2071A
FDFOP2071A	Identify key stages and beer production equipment in a brewery	
FDFOP2072A	Operate a beer filling process	
FDFOP2073A	Operate a beer packaging process	
FDFOP2074A	Prepare and monitor beer yeast propagation processes	
FDFOP3001A	Control contaminants and allergens in the workplace	FDFFS2001A
FDFOP3002A	Set up a production or packaging line for operation	
FDFOP3003A	Operate interrelated processes in a production system	
FDFOP3004A	Operate interrelated processes in a packaging system	
FDFOP3005A	Prepare food products using basic cooking methods	FDFFS2001A
FDFOP3006A	Identify cultural, religious and dietary requirements for food products	
FDFPB3001A	Operate a dough mixing process	
FDFPB3002A	Operate a final proof and baking process	
FDFPB3003A	Operate a dough make up process	
FDFPH1001A	Follow work procedures to maintain Good Manufacturing Practice	
FDFPH2001A	Apply Good Manufacturing Practice procedures	
FDFPH2002A	Operate a concentration process	
FDFPH2003A	Operate an extraction process	

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title	Pre-Requisite (Code/s)
FDFPH2004A	Operate a separation process using chromatography	FDFOP2032A FDFFS2001A FDFPH2001A
FDFPH2005A	Operate an aseptic fill and seal process	FDFOP2032A FDFFS2001A FDFPH2001A
FDFPH2006A	Operate an aseptic form, fill and seal process	FDFOP2032A FDFFS2001A FDFPH2001A
FDFPH2007A	Co-ordinate a label store	
FDFPH2008A	Operate a compressing process	
FDFPH2009A	Dispense pharmaceutical raw materials	
FDFPH2010A	Operate an encapsulation process	
FDFPH2011A	Operate a granulation process	
FDFPH2012A	Operate a liquid manufacturing process	
FDFPH2013A	Operate a tablet coating process	
FDFPH2014A	Operate a terminal sterilisation process	
FDFPH3001A	Monitor and maintain Good Manufacturing Practice procedures	
FDFPH4001A	Prepare and review workplace documentation to support Good Manufacturing Practice	
FDFPH4002A	Facilitate and monitor Good Manufacturing Practice	
FDFPH4003A	Facilitate contamination control	
FDFPH4004A	Participate in change control procedures	
FDFPH4005A	Participate in validation processes	
FDFPH4006A	Respond to non-conformance	
FDFPO2001A	Operate a dicing, stripping or mincing process	

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title	Pre-Requisite (Code/s)
FDFPO2002A	Operate an evisceration process	
FDFPO2003A	Grade carcass	
FDFPO2004A	Harvest edible offal	
FDFPO2005A	Operate a marinade injecting process	
FDFPO2006A	Operate a washing and chilling process	
FDFPO2007A	Operate the bird receival and hanging process	
FDFPO2008A	Operate a stunning, killing and defeathering process	
FDFPO2009A	Work in an egg grading floor	
FDFPO2010A	Operate egg grading and packing floor equipment	FDFPO2009A
FDFPO3001A	Operate a chickway system	
FDFPO3002A	Debone and fillet product (manually)	
FDFPPL2001A	Participate in work teams and groups	
FDFPPL3001A	Participate in improvement processes	
FDFPPL3002A	Report on workplace performance	
FDFPPL3003A	Support and mentor individuals and groups	
FDFPPL3004A	Lead work teams and groups	
FDFPPL3005A	Participate in an audit process	FDFOHS2001A FDFOP2063A MSAENV272B
FDFPPL3006A	Establish compliance requirements for work area	
FDFPPL4001A	Manage people in the work area	FDFPPL3003A
FDFPPL4002A	Plan and co-ordinate maintenance	
FDFPPL4003A	Schedule and manage production	
FDFPPL4004A	Optimise a work process	FDFPPL3001A

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title	Pre-Requisite (Code/s)
FDFPPL4005A	Establish process capability	FDFOP2015A FDFOP2061A FDFTEC4007A
FDFPPL4006A	Manage a work area within budget	
FDFPPL4007A	Manage supplier agreements and contracts	
FDFPPL4008A	Manage internal audits	FDFOHS2001A FDFOP2063A FDFPPL3005A MSAENV272B
FDFPPL5001A	Design and maintain programs to support legal compliance	FDFFS2001A FDFFS3001A FDFOHS4002A FDFTEC3001A MSAENV272B
FDFRB1001A	Finish products	
FDFRB2001A	Form and fill pastry products	
FDFRB2002A	Prepare fillings	
FDFRB2003A	Produce meringue-based products	
FDFRB2004A	Provide production assistance for bread products	
FDFRB2005A	Provide assistance in cake, pastry and biscuit production	
FDFRB3001A	Produce pastry	
FDFRB3002A	Produce bread dough	
FDFRB3003A	Produce sponge, cake and cookie batter	
FDFRB3004A	Decorate cakes and cookies	
FDFRB3005A	Bake bread	
FDFRB3006A	Bake sponges, cakes and cookies	
FDFRB3007A	Bake pastry products	

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title	Pre-Requisite (Code/s)
FDFRB3008A	Store, handle and use frozen dough	
FDFRB3009A	Retard dough	
FDFRB3010A	Process dough	
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	
FDFRB3015A	Produce and decorate gateaux and tortes	FDFRB2002A FDFRB2003A FDFRB3001A FDFRB3003A FDFRB3004A FDFRB3006A FDFRB3007A
FDFRB3016A	Plan and schedule production for retail bakery	
FDFRB3017A	Participate in product development	
FDFRB4001A	Apply marketing principles to retail bakery	
FDFRB4002A	Control bakery operations to meet quality and production requirements	
FDFRB4003A	Apply baking science to work practices	
FDFRB4004A	Produce sourdough products	

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title	Pre-Requisite (Code/s)
FDFRB4005A	Apply advanced finishing techniques for specialty cakes and desserts	FDFRB2002A FDFRB2003A FDFRB3001A FDFRB3004A FDFRB3006A FDFRB3007A FDFRB3015A
FDFRB4006A	Explore and apply baking techniques to develop new products	
FDFRB4007A	Evaluate and assess bakery product	
FDFRB4008A	Set up sustainable baking operations	
FDFRB4008A	Coordinate material supply for baking processes	FDFRB4003A
FDFRB4010A	Prepare plated sweets and desserts	
FDFSUG101A	Install pre-ballast	
FDFSUG102A	Undertake shunting operations	
FDFSUG103A	Move cane bins in a marshalling yard	
FDFSUG104A	Check a cane sample for extraneous matter	
FDFSUG105A	Manually clean and maintain housekeeping standards	
FDFSUG201A	Lay sleepers for cane rail systems	
FDFSUG202A	Lay rails for cane rail systems	
FDFSUG203A	Lay skeleton track for cane rails systems	
FDFSUG204A	Operate tamping equipment	
FDFSUG205A	Construct turnouts	FDFSUG202A
FDFSUG206A	Drive a cane locomotive	
FDFSUG207A	Conduct cane weighbridge operations	
FDFSUG208A	Operate a tipping station	
FDFSUG209A	Operate an extraction station	

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title	Pre-Requisite (Code/s)
FDFSUG210A	Operate a juice clarification process	
FDFSUG211A	Operate a mud filtration process	
FDFSUG212A	Chemically clean equipment	
FDFSUG213A	Operate a pans station	
FDFSUG214A	Operate a low grade fugal station	
FDFSUG215A	Operate a high grade fugal station	
FDFSUG216A	Operate a crystalliser station process	
FDFSUG217A	Operate a turbine	
FDFSUG218A	Operate a boiler - basic	
FDFSUG219A	Operate a bagasse fuel supply system	
FDFSUG220A	Operate a coal fuel supply system	
FDFSUG221A	Operate an ash separation system	
FDFSUG222A	Operate a waste water treatment system	
FDFSUG223A	Operate a cooling water system	
FDFSUG224A	Perform standard tests on cane samples	
FDFSUG225A	Collect and prepare samples	
FDFSUG226A	Perform general drilling operations	
FDFSUG227A	Perform general lathe operations	
FDFSUG228A	Perform general milling operations	
FDFSUG229A	Perform general planing and shaping operations	
FDFSUG230A	Undertake forming, bending and shaping	
FDFSUG231A	Undertake simple fabrication	
FDFSUG301A	Drive a master-slave locomotive	FDFSUG206A

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title	Pre-Requisite (Code/s)
FDFSUG302A	Control cane traffic movements	
FDFSUG303A	Adjust cane delivery schedules to meet daily milling requirements	
FDFSUG304A	Operate a boiler - intermediate	
FDFSUG305A	Operate a boiler - advanced	
FDFSUG306A	Monitor a sugar mill powerhouse	FDFSUG217A
FDFSUG307A	Perform factory control tests	
FDFSUG308A	Analyse and convey workplace information	
FDFSUG309A	Operate a sugar system	
FDFTEC3001A	Participate in a HACCP team	FDFFS2001A
FDFTEC3002A	Implement the pest prevention program	
FDFTEC3003A	Apply raw materials, ingredient and process knowledge to production problems	
FDFTEC4001A	Determine handling processes for perishable food items	
FDFTEC4002A	Manage controlled atmosphere storage	
FDFTEC4003A	Control food contamination and spoilage	FDFFS3001A
FDFTEC4004A	Apply basic process engineering principles to food processing	FDFOP2030A FDFTEC4007A FDFOP2015A FDFOP2061A
FDFTEC4005A	Apply an understanding of food additives	
FDFTEC4006A	Apply an understanding of legal requirements of food production	
FDFTEC4007A	Describe and analyse data using mathematical principles	FDFOP2015A FDFOP2061A
FDFTEC4008A	Apply principles of food packaging	
FDFTEC4009A	Identify the physical and chemical properties of	

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title	Pre-Requisite (Code/s)
	materials, food and related products	
FDFTEC4010A	Manage water treatment processes	MSAENV272B
FDFTEC4011A	Participate in product recalls	FDFFS3001A
FDFTEC5001A	Manage and evaluate new product trials	
FDFTEC5002A	Manage utilities and energy for a production process	
FDFWGG2001A	Bench graft vines	
FDFWGG2002A	Carry out potting operations	
FDFWGG2003A	Hand prune vines	
FDFWGG2004A	Undertake irrigation systems maintenance activities	
FDFWGG2005A	Maintain callusing environment	
FDFWGG2006A	Obtain and process rootlings	
FDFWGG2007A	Tend containerised nursery plants	
FDFWGG2008A	Train vines	
FDFWGG2009A	Operate specialised canopy management equipment	AHCMOM202A
FDFWGG2010A	Field graft vines	
FDFWGG2011A	Install irrigation components	
FDFWGG2012A	Identify and treat nursery plant disorders	
FDFWGG2013A	Deliver injection requirements	
FDFWGG2014A	Operate the irrigation system	
FDFWGG2015A	Support mechanical harvesting operations	AHCMOM202A FDFWGG218A
FDFWGG2016A	Install and maintain vine trellis	
FDFWGG2017A	Recognise disorders and identify pests and diseases	
FDFWGG2018A	Operate vineyard equipment	

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title	Pre-Requisite (Code/s)
FDFWGG2019A	Perform vertebrate pest control activities	
FDFWGG2020A	Carry out hot water treatment	
FDFWGG2021A	Operate nursery cold storage facilities	
FDFWGG2022A	Take and process vine cuttings	
FDFWGG2023A	Carry out basic canopy maintenance	
FDFWGG2024A	Pick grapes by hand	
FDFWGG2025A	Plant vines by hand	
FDFWGG3001A	Apply chemicals and biological agents	
FDFWGG3002A	Coordinate canopy management activities	
FDFWGG3003A	Coordinate crop harvesting activities	FDFWGG2024A
FDFWGG3004A	Coordinate nursery activities	FDFWGG2002A FDFWGG2006A FDFWGG3009A FDFWGG2007A FDFWGG2012A
FDFWGG3005A	Perform field nursery activities	
FDFWGG3006A	Coordinate hand pruning activities	FDFWGG2003A
FDFWGG3007A	Implement an irrigation schedule	FDFWGG2014A
FDFWGG3008A	Operate a mechanical harvester	
FDFWGG3009A	Monitor and maintain nursery plants	FDFWGG2007A FDFWGG2012A
FDFWGG3010A	Implement a soil management program	FDFWGG2018A FDFWGG3001A
FDFWGG3011A	Perform shed nursery activities	
FDFWGG3012A	Monitor and control vine disorders and damage	
FDFWGG3013A	Operate spreading and seeding equipment	AHCMOM202A

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title	Pre-Requisite (Code/s)
FDFWIN1001A	Identify key operations in wine production	
FDFWIN1002A	Identify viticulture processes	
FDFWIN2001A	Perform effectively in a wine industry workplace	
FDFWIN2002A	Identify and control risks in own work	

Imported Units of Competency in FDF10v3 Training Package

Code	Title	Origin
AHCARB205A	Operate and maintain chainsaws	AHC10
AHCBAC101A	Support agricultural crop work	AHC10
AHCBAC204A	Prepare grain storages	AHC10
AHCBUS405A	Participate in an e-business supply chain	AHC10
AHCCHM101A	Follow basic chemical safety rules	AHC10
AHCCHM201A	Apply chemicals under supervision	AHC10
AHCCHM303A	Prepare and apply chemicals	AHC10
AHCCHM304A	Transport, handle and store chemicals	AHC10
AHCINF204A	Fabricate and repair metal or plastic structures	AHC10
AHCMOM101A	Assist with routine maintenance of machinery and equipment	AHC10
AHCMOM202A	Operator tractors	AHC10
AHCMOM203A	Operate basic machinery and equipment	AHC10
AHCMOM204A	Undertake operational maintenance of machinery	AHC10
AHCMOM207A	Conduct front end loader operations	AHC10
AHCMOM301A	Coordinate machinery and equipment maintenance and repair	AHC10
AHCMOM302A	Perform machinery maintenance	AHC10

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title	Origin
AHCMOM304A	Operate machinery and equipment	AHC10
AHCMOM305A	Operate specialised machinery and equipment	AHC10
AHCPCM301A	Implement a plant nutrition program	AHC10
AHCPGD301A	Implement a plant establishment program	AHC10
AHCPHT401A	Assess olive oil for style and quality	AHC10
AHCSOL201A	Determine basic properties of soil/growing media	AHC10
AHCSOL401A	Sample soils and interpret results	AHC10
AHCWRK308A	Handle bulk materials in storage area	AHC10
BSBCOM502B	Evaluate and review compliance	BSB07
BSBCOM503B	Develop processes for the management of breaches in compliance requirements	BSB07
BSBCUS201B	Deliver a service to customers	BSB07
BSBCUS301B	Deliver and monitor a service to customers	BSB07
BSBCUS401B	Coordinate implementation of customer service strategies	BSB07
BSBCUS501C	Manage quality customer service	BSB07
BSBFIM501A	Manage budgets and financial plans	BSB07
BSBHRM402A	Recruit, select and induct staff	BSB07
BSBINN301A	Promote innovation in a team environment	BSB07
BSBINT303B	Organise the importing and exporting of goods	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

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title	Origin
BSBMGT403A	Implement continuous improvement	BSB07
BSBMGT502B	Manage people performance	BSB07
BSBMGT515A	Manage operational plan	BSB07
BSBMGT516C	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
BSBSMB405B	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
BSBWOR404B	Develop work priorities	BSB07

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title	Origin
BSBWOR502B	Ensure team effectiveness	BSB07
BSBWRT301A	Write simple documents	BSB07
BSBWRT401A	Write complex documents	BSB07
CPCCDO3011A	Perform dogging	CPC08
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	CPC08
CPCCRI3012A	Perform basic rigging	CPC08
CPCCSC2002A	Erect and dismantle basic scaffolding	CPC08
HLTFA201B	Provide basic emergency life support	HLT07
HLTFA301C	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
MEM18001C	Use hand tools	MEM05
MEM18002B	Use power tools / hand held operations	MEM05
MSACMT270A	Use sustainable energy practices	MSA07
MSACMT671A	Develop and manage sustainable environmental practices	MSA07
MSAENV272B	Participate in environmentally sustainable work practices	MSA07
MSAENV472B	Implement and monitor environmentally sustainable work practices	MSA07
MSAPMOHS216A	Operate breathing apparatus	MSA07
MSAPMOHS217A	Gas test atmospheres	MSA07
MSAPMOPS400	Optimise process/plant area	MSA07

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title	Origin
A		
MSAPMOPS401A	Trial new process or product	MSA07
MSAPMOPS404A	Co-ordinate maintenance	MSA07
MSAPMOPS405A	Identify problems in fluid power system	MSA07
MSAPMOPS406A	Identify problems in electronic control systems	MSA07
MSAPMPER200C	Work in accordance with an issued permit	MSA07
MSAPMPER201A	Monitor and control work permits	MSA07
MSAPMPER205C	Enter confined space	MSA07
MSAPMPER300C	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
MSL912001A	Work within a laboratory_field workplace (induction)	MSL09
MSL922001A	Record and present data	MSL09
MSL933001A	Maintain the laboratory_field workplace fit for purpose	MSL09

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title	Origin
MSL943002A	Participate in laboratory_field workplace safety	MSL09
MSL952001A	Collect routine site samples	MSL09
MSL952002A	Handle and transport samples or equipment	MSL09
MSL972001A	Conduct routine site measurements	MSL09
MSL973001A	Perform basic tests	MSL09
MSL973004A	Perform aseptic techniques	MSL09
MSL973007A	Perform microscopic examination	MSL09
MSL974003A	Perform chemical tests and procedures	MSL09
MSL974004A	Perform food tests	MSL09
MSL974006A	Perform biological procedures	MSL09
MSL975005A	Conduct sensory analysis	MSL09
MSL975020A	Apply routine spectrometric techniques	MSL09
MSL975021A	Apply routine electrometric techniques	MSL09
MSL975022A	Perform food analyses	MSL09
MSS402001A	Apply competitive systems and practices	MSS11
MSS402002A	Sustain process improvements	MSS11
MSS402010A	Manage the impact of change on own work	MSS11
MSS402021A	Apply Just in Time procedures	MSS11
MSS402030A	Apply cost factors to work practices	MSS11
MSS402031A	Interpret product costs in terms of customer requirements	MSS11
MSS402040A	Apply 5S procedures	MSS11
MSS402050A	Monitor process capability	MSS11
MSS402051A	Apply quality standards	MSS11

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title	Origin
MSS402060A	Use planning software systems in operations	MSS11
MSS402061A	Use SCADA systems in operations	MSS11
MSS402080A	Undertake root cause analysis	MSS11
MSS402081A	Contribute to the application of a proactive maintenance strategy	MSS11
MSS403001A	Implement competitive systems and practices	MSS11
MSS403002A	Ensure process improvements are sustained	MSS11
MSS403005A	Facilitate use of a Balanced Scorecard for performance improvement	MSS11
MSS403010A	Facilitate change in an organisation implementing competitive systems and practices	MSS11
MSS403011A	Facilitate implementation of competitive systems and practices	MSS11
MSS403013A	Lead team culture improvement	MSS11
MSS403021A	Facilitate a Just in Time system	MSS11
MSS403023A	Monitor a levelled pull system of operations	MSS11
MSS403030A	Improve cost factors in work practices	MSS11
MSS403032A	Analyse manual handling processes	MSS11
MSS403040A	Facilitate and improve implementation of 5S	MSS11
MSS403041A	Facilitate breakthrough improvements	MSS11
MSS403051A	Mistake proof an operational process	MSS11
MSS404050A	Undertake process capability improvements	MSS11
MSS404052A	Apply statistics to operational processes	MSS11
MSS404053A	Use six sigma techniques	MSS11
MSS404060A	Facilitate the use of planning software systems in a work area or team	MSS11

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title	Origin
MSS404061A	Facilitate the use of SCADA systems in a team or work area	MSS11
MSS404081A	Undertake proactive maintenance analyses	MSS11
MSS404082A	Assist in implementing a proactive maintenance strategy	MSS11
MSS404083A	Support proactive maintenance	MSS11
MSS405001A	Develop competitive systems and practices for an organisation	MSS11
MSS405002A	Analyse and map a value stream	MSS11
MSS405005A	Manage competitive systems and practices responding to individual and unique customer orders	MSS11
MSS405006A	Develop a Balanced Scorecard	MSS11
MSS405007A	Introduce competitive systems and practices to a small or medium enterprise	MSS11
MSS405010A	Manage relationships with non-customer external organisations	MSS11
MSS405011A	Manage people relationships	MSS11
MSS405012A	Manage workplace learning	MSS11
MSS405013A	Facilitate holistic culture improvement in an organisation	MSS11
MSS405014A	Develop a communications strategy to support operations	MSS11
MSS405020A	Develop quick changeover procedures	MSS11
MSS405022A	Design a process layout	MSS11
MSS405023A	Develop a levelled pull system for operations and processes	MSS11
MSS405030A	Optimise cost of product or service	MSS11
MSS405031A	Undertake value analysis of product or process cost in terms of customer requirements	MSS11

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title	Origin
MSS405032A	Analyse cost implications of maintenance strategy	MSS11
MSS405040A	Manage 5S system in an organisation	MSS11
MSS405050A	Determine and improve process capability	MSS11
MSS405060A	Develop the application of enterprise control systems in an organisation	MSS11
MSS405061A	Determine and establish information collection requirements and processes	MSS11
MSS405062A	Develop a documentation control strategy for an organisation	MSS11
MSS405070A	Develop and manage sustainable energy practices	MSS11
MSS405075A	Facilitate the development of a new product	MSS11
MSS405081A	Develop a proactive maintenance strategy	MSS11
MSS405082A	Adapt a proactive maintenance strategy to the process operations sector	MSS11
MSS405083A	Adapt a proactive maintenance strategy for a seasonal or cyclical business	MSS11
MTMCOR202A	Apply hygiene and sanitation practices	MTM11
MTMCOR404A	Facilitate hygiene and sanitation performance	MTM11
MTMP2006B	Apply animal welfare and handling requirements	MTM11
MTMP2197C	Clean after operations – boning room	MTM11
MTMP402B	Implement a Meat Hygiene Assessment Program	MTM11
MTMP404B	Apply meat science	MTM11
MTMPS411C	Monitor a meat preservation process	MTM11
MTMPS412C	Monitor and overview the production of processed meats and smallgoods	MTM11
MTMPS414B	Monitor and overview the production of Uncooked Comminuted Fermented Meat (UCFM)	MTM11

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title	Origin
MTMPS5603C	Develop, manage and maintain quality systems	MTM11
MTMPSR201C	Vacuum pack product	MTM11
MTMPSR203A	Sharpen knives	MTM11
MTMPSR407A	Assess and evaluate meat industry requirements and processes	MTM11
MTMPSR408A	Specify beef product using AUS-MEAT language	MTM11
MTMPSR409A	Specify sheep product using AUS-MEAT language	MTM11
MTMPSR410A	Specify pork product using AUS-MEAT language	MTM11
MTMPSR5601C	Design and manage the food safety system	MTM11
MTMR308C	Prepare and produce value-added products	MTM11
PMASUP420B	Minimise environmental impact of process	PMA08
PMBPROD211B	Operate blow moulding equipment	PMB07
PMBPROD270B	Operate injection blow moulding equipment	PMB07
PMBTECH406A	Diagnose production equipment problems	PMB07
RIICBM305A	Install pre-cast concrete bridge decks	RII09
RIIHAN305A	Operate gantry or overhead crane	RII09
RIIMPO319A	Conduct backhoe/loader operations	RII09
RIIRIS201B	Conduct local risk control	RII09
SFIPROC504C	Design and manage a product recall	SFI11
SIRRFSA001A	Apply retail food safety practices	SIR07
SIRRMER004A	Prepare and display bakery products	SIR07
SIRXCCS201	Apply point-of-sale handling procedures	SIR07
SIRXCCS202	Interact with customers	SIR07
SIRXCCS304	Coordinate interaction with customers	SIR07

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title	Origin
SIRXFIN201	Balance and secure point-of-sale terminal	SIR07
SIRXFIN002A	Perform retail finance duties	SIR07
SIRXICT001A	Operate retail technology	SIR07
SIRXICT303	Operate retail information technology systems	SIR07
SIRXINV001A	Perform stock control procedures	SIR07
SIRXINV002A	Maintain and order stock	SIR07
SIRXMER201	Merchandise products	SIR07
SIRXMPR006A	Manage promotional activities	SIR07
SIRXRSK001A	Minimise theft	SIR07
SIRXRSK002A	Maintain store security	SIR07
SIRXSLS201	Sell products and services	SIR07
SIRXSLS002A	Advise on products and services	SIR07
SITHCCC001B	Organise and prepare food	SIT07
SITHCCC002A	Present food	SIT07
SITHCCC005A	Use basic methods of cookery	SIT07
SITHCCC014A	Prepare pastries, cakes and yeast goods	SIT07
SITHCCC022A	Prepare chocolate and chocolate confectionery	SIT07
SITHFAB003A	Serve food and beverage to customers	SIT07
SITHFAB004A	Provide food and beverage service	SIT07
SITHFAB005A	Provide table service of alcoholic beverages	SIT07
SITHFAB009A	Provide responsible service of alcohol	SIT07
SITHFAB011A	Develop and update food and beverage knowledge	SIT07
SITHFAB012B	Prepare and serve espresso coffee	SIT07
SITHFAB016A	Plan and monitor espresso coffee service	SIT07

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title	Origin
SITHFAB222A	Conduct a product tasting of alcoholic beverages	SIT07
SITHFAB325A	Provide specialised advice on Australian wines	SIT07
SITHFAB326A	Provide specialised advice on imported wines	SIT07
SITHPAT001A	Prepare and produce pastries	SIT07
SITHPAT002A	Prepare and produce cakes	SIT07
SITHPAT003A	Prepare and produce yeast goods	SIT07
SITHPAT004A	Prepare baking product for patisseries	SIT07
SITHPAT007A	Prepare and display petits fours	SIT07
SITHPAT008A	Prepare and model marzipan	SIT07
SITHPAT010A	Prepare and display sugar work	SIT07
SITTIND001B	Develop and update tourism industry knowledge	SIT07
SITXCCS001B	Provide visitor information	SIT07
SITXCOM001A	Work with colleagues and customers	SIT07
SITXFIN001A	Process financial transactions	SIT07
SITXOHS002A	Follow workplace hygiene procedures	SIT07
TAEASS401B	Plan assessment activities and processes	TAE10
TAEASS402B	Assess competence	TAE10
TAEASS403B	Participate in assessment validation	TAE10
TAEASS502B	Design and develop assessment tools	TAE10
TAEDEL301A	Provide work skill instruction	TAE10
TAEDEL404A	Mentor in the workplace	TAE10
TAEDES401A	Design and develop learning programs	TAE10
TLIA2009A	Complete and check import/export documentation	TLI10
TLIA2011A	Package goods	TLI10

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title	Origin
TLIA2012A	Pick and process orders	TLI10
TLIA2014A	Use product knowledge to complete work operations	TLI10
TLIA2021A	Despatch stock	TLI10
TLIA2022A	Participate in stocktakes	TLI10
TLIA3010A	Coordinate goods to bond premises	TLI10
TLIA3015A	Complete receival / despatch documentation	TLI10
TLIA3016A	Use inventory systems to organise stock control	TLI10
TLIA3017A	Identify products and store to specifications	TLI10
TLIA3018A	Organise despatch operations	TLI10
TLIA3019A	Organise receival operations	TLI10
TLIA3024A	Organise warehouse records operations	TLI10
TLIA3026A	Monitor storage facilities	TLI10
TLIA3038A	Control and order stock	TLI10
TLIA3039A	Receive and store stock	TLI10
TLIA4025A	Regulate temperature controlled stock	TLI10
TLIB2009A	Check conveyor operational status	TLI10
TLIC2041A	Operate self-propelled equipment on track	TLI10
TLID1001A	Shift materials safely using manual handling methods	TLI10
TLID1002A	Shift a load using manually-operated equipment	TLI10
TLID2003A	Handle dangerous goods/hazardous substances	TLI10
TLID2004A	Load and unload goods/cargo	TLI10
TLID2010A	Operate a forklift	TLI10
TLID2022A	Conduct weighbridge operations	TLI10
TLID3011A	Conduct specialized forklift operations	TLI10

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Code	Title	Origin
TLID3035A	Operate a boom type elevating work platform	TLI10
TLID3036A	Lift and move load using a mobile crane	TLI10
TLIJ2003A	Apply grain protection measures	TLI10
TLIJ2004A	Implement grain monitoring measures	TLI10
TLIK2010A	Use infotechnology devices in the workplace	TLI10
TLILIC2001A	Licence to operate a forklift truck	TLI10
TLILIC2014A	Licence to drive light rigid vehicle	TLI10
TLILIC2015A	Licence to drive medium rigid vehicle	TLI10
TLILIC2016A	Licence to drive heavy rigid vehicle	TLI10
TLILIC3006A	Licence to operate a non-slewing mobile crane (greater than 3 tonnes capacity)	TLI10
TLILIC3017A	Licence to drive heavy combination vehicle	TLI10
TLIP2029A	Prepare and process financial documents	TLI10

Qualification Mapping of FDF10 - all Versions

Qualification Mapping – FDF10v3 to FDF10v4

FDF10v3 Qualification code and title	FDF10v4 Qualification code and title	Mapping
	FDF41012 Certificate IV in Flour Milling	

Qualification Mapping – FDF10v2 to FDF10v3

FDF10v2 Qualification code and title	FDF10v3 Qualification code and title	Mapping
	FDF11012 Certificate I in Sugar Milling Industry Operations	N
	FDF21012 Certificate II in Sugar Milling	N

© Commonwealth of Australia, 2012 AgriFood Skills Australia

	Industry Operations	
	FDF31012 Certificate III in Sugar Milling Industry Operations	N

Qualification Mapping – FDF10 Training Package to FDF10 Version 2 Training Package

FDF10 qualification code and title	FDF10 Version 2 qualification code and title	Mapping	Comment
FDF10110 Certificate I in Food Processing	FDF10111 Certificate I in Food Processing	N	Qualification replaces earlier version of the Certificate I in Food Processing and Certificate I in Food Processing (Wine)
FDF10210 Certificate I in Pharmaceutical Manufacturing	FDF10210 Certificate I in Pharmaceutical Manufacturing		No change
FDF20110 Certificate II in Food Processing	FDF20111 Certificate II in Food Processing	E	Qualification replaces earlier version
FDF20210 Certificate II in Pharmaceutical Manufacturing	FDF20211 Certificate II in Pharmaceutical Manufacturing	E	Qualification replaces earlier version
FDF20510 Certificate II in Retail Baking Assistance	FDF20510 Certificate II in Retail Baking Assistance		No change
FDF20910 Certificate II in Food Processing (Sales)	FDF20911 Certificate II in Food Processing (Sales)	E	Qualification replaces earlier version
FDF30110 Certificate III in Food Processing	FDF30111 Certificate III in Food Processing	E	Qualification replaces earlier version

© Commonwealth of Australia, 2012 AgriFood Skills Australia

FDF10 qualification code and title	FDF10 Version 2 qualification code and title	Mapping	Comment
FDF30210 Certificate III in Pharmaceutical Manufacturing	FDF30210 Certificate III in Pharmaceutical Manufacturing		No change
FDF30310 Certificate III in Plant Baking	FDF30310 Certificate III in Plant Baking		No change
FDF30510 Certificate III in Retail Baking (Cake and Pastry)	FDF30510 Certificate III in Retail Baking (Cake and Pastry)		No change
FDF30610 Certificate III in Retail Baking (Bread)	FDF30610 Certificate III in Retail Baking (Bread)		No change
FDF30710 Certificate III in Retail Baking (Combined)	FDF30710 Certificate III in Retail Baking (Combined)		No change
FDF30910 Certificate III in Food Processing (Sales)	FDF30910 Certificate III in Food Processing (Sales)		No change
FDF40110 Certificate IV in Food Processing	FDF40110 Certificate IV in Food Processing		No change
FDF40210 Certificate IV in Pharmaceutical Manufacturing	FDF40210 Certificate IV in Pharmaceutical Manufacturing		No change
	FDF40311 Certificate IV in Food Science and Technology		New qualification
	FDF40811 Certificate IV in Advanced Baking		New qualification
FDF50110 Diploma of Food Processing	FDF50110 Diploma of Food Processing		No change
FDF50210 Diploma of Pharmaceutical Manufacturing	FDF50210 Diploma of Pharmaceutical Manufacturing		No change
	FDF50311 Diploma of Food Science and Technology		New qualification

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Qualification Mapping – FDF03 Training Package to FDF10 Version 2 Training Package

FDF03 qualification code and title	FDF10 Version 2 qualification code and title	Mapping	Comment
FDF10403 Certificate I in Food Processing (Wine)	FDF10111 Certificate I in Food Processing	N	Qualification replaces earlier version of the Certificate I in Food Processing and Certificate I in Food Processing (Wine)
FDF20403 Certificate II in Food Processing (Wine)	FDF20411 Certificate II in Wine Industry Operations	E	Qualification replaces earlier version
FDF30403 Certificate III in Food Processing (Wine)	FDF30411 Certificate III in Wine Industry Operations	E	Qualification replaces earlier version

Unit Mapping FDF10v3 to FDF10v4

Units of Competency Mapping – FDF10v3 to FDF10v4

FDF10v3 Unit code	FDF10v3 Unit title	FDF10v4 Unit code	FDF10v4 Unit title	Mapping	Comment
		FDFGR3003A	Lead flour milling shift operations		New Unit
		FDFGR3004A	Control mill processes and performance		New Unit
		FDFGR4001A	Control power and automation for milling processes		New Unit
		FDFGR4002A	Supervise testing processes for wheat and flour		New Unit
		FDFGR4003A	Manage mill logistics and		New Unit

© Commonwealth of Australia, 2012 AgriFood Skills Australia

FDF10v3 Unit code	FDF10v3 Unit title	FDF10v4 Unit code	FDF10v4 Unit title	Mapping	Comment
			support services		
		FDFGR4004A	Supervise dust control procedures in a grain processing enterprise		New Unit

Unit Mapping FDF10v2 to FDF10v3

Units of Competency Mapping – FDF10v2 to FDF10v3

FDF10v2 Unit code	FDF10v2 Unit title	FDF10v3 Unit code	FDF10v3 Unit title	Mapping	Comment
		FDFGR2011A	Receive grain for malting		New Unit
		FDFGR2012A	Prepare malted grain		New Unit
		FDFGR2013A	Blend and dispatch malt		New Unit
		FDFOP2066A	Operate a wort production process		New Unit
		FDFOP2067A	Operate a brewery fermentation process		New Unit
		FDFOP2068A	Operate a beer maturation process		New Unit
		FDFOP2069A	Operation a beer filtration process		New Unit
		FDFOP2070A	Operate a bright beer tank process		New Unit

© Commonwealth of Australia, 2012 AgriFood Skills Australia

FDF10v2 Unit code	FDF10v2 Unit title	FDF10v3 Unit code	FDF10v3 Unit title	Mapping	Comment
		FDFOP2071A	Identify key stages and beer production equipment in a brewery		New Unit
		FDFOP2072A	Operate a beer filling process		New Unit
		FDFOP2073A	Operate a beer packaging process		New Unit
		FDFOP2074A	Prepare and monitor beer yeast propagation processes		New Unit
		FDFSUG101A	Install pre-ballast	E	New Unit based on SUGSPPB1A Prepare pre-ballast.
		FDFSUG102A	Undertake shunting operations	E	New Unit based on SUGTPST1A Prepare for shunting operations.
		FDFSUG103A	Move cane bins in a marshalling yard	E	New Unit based on SUGTCYM1A Control yard movements.
		FDFSUG104A	Check a cane sample for extraneous matter	E	New Unit based on SUGTAEM1A Assess extraneous matter in

© Commonwealth of Australia, 2012 AgriFood Skills Australia

FDF10v2 Unit code	FDF10v2 Unit title	FDF10v3 Unit code	FDF10v3 Unit title	Mapping	Comment
					cane.
		FDFSUG105A	Manually clean and maintain housekeeping standards	E	New Unit based on SUGCMCH 1A Manually clean and maintain housekeepin g standards.
		FDFSUG201A	Lay sleepers for cane rail systems	E	New Unit based on SUGSLSP2 A Lay sleepers.
		FDFSUG202A	Lay rails for cane rail systems	E	New Unit based on SUGSLRT2 A Lay rails.
		FDFSUG203A	Lay skeleton track for cane rail systems	E	New Unit based on SUGSLST2 A Lay skeleton track.
		FDFSUG204A	Operate tamping equipment	E	New Unit based on SUGTOTE2 A Operate tamping equipment.
		FDFSUG205A	Construct turnouts	E	New Unit based on SUGSCT2A Construct turnouts.
		FDFSUG206A	Drive a cane locomotive	E	New Unit based on SUGTDCL

© Commonwealth of Australia, 2012 AgriFood Skills Australia

FDF10v2 Unit code	FDF10v2 Unit title	FDF10v3 Unit code	FDF10v3 Unit title	Mapping	Comment
					2A Drive a cane locomotive.
		FDFSUG207A	Conduct cane weighbridge operations	E	New Unit based on SUGTCW2A Conduct cane weighbridge operations.
		FDFSUG208A	Operate a tipping station	E	New Unit based on SUGTOTS2A Operate a tipping station.
		FDFSUG209A	Operate an extraction station	E	New Unit based on SUGPOES2A Operate an extraction station.
		FDFSUG210A	Operate a juice clarification process	E	New Unit based on SUGPJCP2A Operate a juice clarification process.
		FDFSUG211A	Operate a mud filtration process	E	New Unit based on SUGPMFP2A Operate a mud filtration process.
		FDFSUG212A	Chemically clean equipment	E	New Unit based on SUGPCCE2

© Commonwealth of Australia, 2012 AgriFood Skills Australia

FDF10v2 Unit code	FDF10v2 Unit title	FDF10v3 Unit code	FDF10v3 Unit title	Mapping	Comment
					A Chemically clean equipment.
		FDFSUG213A	Operate a pans station	E	New Unit based on SUGPOPS2A Operate a pans station.
		FDFSUG214A	Operate a low grade fugal station	E	New Unit based on SUGPLGF2A Operate a low grade fugal station.
		FDFSUG215A	Operate a high grade fugal station	E	New Unit based on SUGPHGF2A Operate a high grade fugal station.
		FDFSUG216A	Operate a crystalliser station process	E	New Unit based on SUGPCSP2A Operate a crystalliser station process.
		FDFSUG217A	Operate a turbine	E	New Unit based on SUGPOTB2A Operate a turbine.
		FDFSUG218A	Operate a boiler – basic	E	New Unit based on SUGPOBB2A Operate a boiler –

© Commonwealth of Australia, 2012 AgriFood Skills Australia

FDF10v2 Unit code	FDF10v2 Unit title	FDF10v3 Unit code	FDF10v3 Unit title	Mapping	Comment
					basic.
		FDFSUG219A	Operate a bagasse fuel supply system	E	New Unit based on SUGPFSB2A Operate a fuel supply system – bagasse.
		FDFSUG220A	Operate a coal fuel supply system	E	New Unit based on SUGPFSC2A Operate a fuel supply system – coal.
		FDFSUG221A	Operate an ash separation system	E	New Unit based on SUGPARS2A Operate an ash separation system.
		FDFSUG222A	Operate a waste water treatment system	E	New Unit based on SUGPWWT2A Operate a waste water treatment system.
		FDFSUG223A	Operate a cooling water system	E	New Unit based on SUGPCWS2A Operate a cooling water system.
		FDFSUG224A	Perform standard tests on	E	New Unit based on SUGPPST2

© Commonwealth of Australia, 2012 AgriFood Skills Australia

FDF10v2 Unit code	FDF10v2 Unit title	FDF10v3 Unit code	FDF10v3 Unit title	Mapping	Comment
			cane samples		A Perform standard tests.
		FDFSUG225	Collect and prepare samples	E	New Unit based on SUGPCPS2A Collect and prepare samples.
		FDFSUG226A	Perform general drilling operations	E	New Unit based on SUGSPGD2A Perform general drilling operations.
		FDFSUG227A	Perform general lathe operations	E	New Unit based on SUGSPGL2A Perform general lathe operations.
		FDFSUG228A	Perform general milling operations	E	New Unit based on SUGSPGM2A Perform general milling operations.
		FDFSUG229A	Perform general planing and shaping operations	E	New Unit based on SUGSPPS2A Perform general planing and shaping operations.
		FDFSUG230A	Undertake forming,	E	New Unit based on

© Commonwealth of Australia, 2012 AgriFood Skills Australia

FDF10v2 Unit code	FDF10v2 Unit title	FDF10v3 Unit code	FDF10v3 Unit title	Mapping	Comment
			bending and shaping		SUGSFBS2A Undertake forming, bending and shaping.
		FDFSUG231A	Undertake simple fabrication	E	New Unit based on SUGSUSF2A Undertake simple fabrication.
		FDFSUG301A	Drive a master-slave locomotive	E	New Unit based on SUGTDMS3A Drive a master-slave locomotive.
		FDFSUG302A	Control cane traffic movements	E	New Unit based on SUGTCCT3A Control cane traffic movements.
		FDFSUG303A	Adjust cane delivery schedules to meet daily milling requirements	E	New Unit based on SUGTASD3A Adjust schedule(s) to meet daily workplace requirements.
		FDFSUG304A	Operate a boiler – intermediate	E	New Unit based on SUGPOBI3A Operate a boiler – intermediate

© Commonwealth of Australia, 2012 AgriFood Skills Australia

FDF10v2 Unit code	FDF10v2 Unit title	FDF10v3 Unit code	FDF10v3 Unit title	Mapping	Comment
					.
		FDFSUG305A	Operate a boiler – advanced	E	New Unit based on SUGPOBA 3A Operate a boiler – advanced.
		FDFSUG306A	Monitor a sugar mill powerhouse	E	New Unit based on SUGPMPH 3A Monitor a powerhouse.
		FDFSUG307A	Perform factory control tests	E	New Unit based on SUGPFCT3 A Perform factory control tests.
		FDFSUG308A	Analyse and convey workplace information	E	New Unit based on SUGEACW 3A Analyse and convey workplace information.
		FDFSUG309A	Operate a sugar system	E	New Unit based on SUGPOSS3 A Operate a system (sugar).

Unit Mapping SUG02 to FDF10v2

Units of Competency Mapping – SUG02 to FDF10v3

SUG02	SUG02	FDF10v3	FDF10v3 Unit	Mappi	Comment

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Unit code	Unit title	Unit code	title	ng	
SUGCOHS1A	Follow safe work procedures	FDFOHS1001A	Work safely	E	
SUGEOHS3A	Monitor the implementation of occupational health and safety	FDFOHS3001A	Contribute to OHS processes	N	SUGEOHS3A was based on FDFOPTENV 2A Implement environmental procedures from FDF03. In FDF10, FDFOPTENV 2A has been replaced with MSAENV272 A Participate in environmentally sustainable work practices, which more specifically targets environmental procedures at this level.
SUGCLCT1A SUGCLIP1A	Locate cane transport systems and functions Locate industry and company processes (sugar)	FDFOP1010A	Communicate workplace information	E	
SUGZPC2A	Operate a process control interface	FDFOP2030A	Operate a process control interface	E	
SUGPOEP2A	Operate an evaporation	FDFOP2034A	Operate an evaporation	E	

© Commonwealth of Australia, 2012 AgriFood Skills Australia

	process		process		
SUGCCPA1A	Collect, present and apply workplace information	FDFOP2064A	Provide and apply workplace information	E	
SUGEFTW3A	Facilitate teams	FDFOP2064A	Lead work teams and groups	N	

Units of Competency Mapping – SUG02 to FDF10v3 Imported Units

SUG02 Unit code	**SUG02 Unit title**	**Imported Unit code**	**Imported Unit title**	**Mapping**	**Comment**
SUGEIEP2A SUGEEMP3A	Implement environmental procedures Monitor the implementation of the environmental management program.	MSAENV272B	Participate in environmentally sustainable work practices	N	SUGEEMP3A was based on FDFOPTENV2A Implement environmental procedures from FDF03. In FDF10, FDFOPTENV2A has been replaced with MSAENV272A Participate in environmentally sustainable work practices, which more specifically targets environmental procedures at this level.

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Unit Mapping FDF03 to FDF10v2

Units of Competency Mapping – FDF03 to FDF10v2

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

FDF03 Unit Code	FDF03 Unit Title	FDF10 Version 2 Unit Code	FDF10 Version 2 Unit Title	Mapping	Comments
FDFBPBSUA	Operate the bottle supply process	FDFBP2001A	Operate the bottle supply process	E	Unit replaces earlier version
FDFBPCEPA	Operate the carton erection process	FDFBP2002A	Operate the carton erection process	E	Unit replaces earlier version
FDFBPCPPA	Operate the carton packing process	FDFBP2003A	Operate the carton packing process	E	Unit replaces earlier version
FDFBPBSEA	Operate the bottle sealing process	FDFBP2004A	Operate the bottle sealing process	E	Unit replaces earlier version
FDFBPECOA	Operate the electronic coding process	FDFBP2005A	Operate the electronic coding process	E	Unit replaces earlier version
FDFBPSPGA	Operate traditional sparkling wine processes	FDFBP2006A	Operate traditional sparkling wine processes	E	Unit replaces earlier version
FDFBPTIRA	Operate the tirage and transfer process	FDFBP2007A	Operate the tirage and transfer process	E	Unit replaces earlier version
FDFBPPECB	Perform packaging equipment	FDFBP2008A	Perform packaging equipment	E	Unit replaces earlier

© Commonwealth of Australia, 2012 AgriFood Skills Australia

FDF03 Unit Code	FDF03 Unit Title	FDF10 Version 2 Unit Code	FDF10 Version 2 Unit Title	Mapping	Comments
	changeover		changeover		version
FDFBPBCAA	Operate the bottle capsuling process	FDFBP2009A	Operate the bottle capsuling process	E	Unit replaces earlier version
FDFBPMANA	Operate manual bottling and packaging processes	FDFBP2010A	Operate manual bottling and packaging processes	E	Unit replaces earlier version
FDFBPPALA	Operate the palletising process	FDFBP2011A	Operate the palletising process	E	Unit replaces earlier version
FDFBPBFPB	Operate the bottle filling process	FDFBP3001A	Operate the bottle filling process	E	Unit replaces earlier version
FDFBPLPB	Operate the labelling process	FDFBP3002A	Operate the labelling process	E	Unit replaces earlier version
FDFBPSPFB	Operate the softpack filling process	FDFBP3003A	Operate the softpack filling process	E	Unit replaces earlier version
FDFCDSWSTB	Conduct winery and/or site tours	FDFCD2001A	Conduct winery and/or site tours	E	Unit replaces earlier version
FDFCDSWTB	Promote wine tourism information	FDFCD2002A	Promote wine tourism information	N	Additional point added to required knowledge as well as some minor edits to

© Commonwealth of Australia, 2012 AgriFood Skills Australia

FDF03 Unit Code	FDF03 Unit Title	FDF10 Version 2 Unit Code	FDF10 Version 2 Unit Title	Mapping	Comments
					range statement
FDFCDSEWB	Evaluate wines (standard)	FDFCD2003A	Evaluate wines (standard)	N	Additional references to sulphur dioxide and tartrate crystals made in required knowledge point on wine faults and range statement definition.
FDFCDSSCPB	Perform cellar door stock control procedures	FDFCD2004A	Perform cellar door stock control procedure	E	Unit replaces earlier version
FDFCDSSPSA	Sell cellar door products and services	FDFCD2005A	Sell cellar door products and services	E	Unit replaces earlier version
FDFCDSSTTA	Conduct a standard product tasting	FDFCD2006A	Conduct a standard product tasting	E	Unit replaces earlier version
FDFCDSEVAB	Evaluate wines (advanced)	FDFCD3001A	Evaluate wines (advanced)	N	Additional references to brettanomyces, sulphur dioxide, and tartrate crystals made in required knowledge point on

© Commonwealth of Australia, 2012 AgriFood Skills Australia

FDF03 Unit Code	FDF03 Unit Title	FDF10 Version 2 Unit Code	FDF10 Version 2 Unit Title	Mapping	Comments
					wine faults and range statement definition.
FDFCDSSPTB	Conduct a specialised product tasting	FDFCD3002A	Conduct a specialised product tasting	E	Unit replaces earlier version
FDFCDSWHB	Coordinate winery hospitality activities	FDFCD3003A	Coordinate winery hospitality activities	E	Unit replaces earlier version
FDFCELOAKB	Perform oak handling activities	FDFCEL2001A	Perform oak handling activities	E	Unit replaces earlier version
FDFCELFERA	Perform fermentation operations	FDFCEL2002A	Perform fermentation operations	E	Unit replaces earlier version
FDFCELIONB	Operate the ion exchange process	FDFCEL2003A	Operate the ion exchange process	E	Unit replaces earlier version
FDFCELLSA	Perform single column lees stripping (continuous still brandy) operations	FDFCEL2004A	Perform single column lees stripping (continuous still brandy) operations	E	Unit replaces earlier version
FDFCELPPB	Operate the pressing process	FDFCEL2005A	Operate the pressing process	E	Unit replaces earlier version
FDFCELCSB	Operate clarification by separation	FDFCEL2006A	Operate clarification by separation	E	Unit replaces earlier

© Commonwealth of Australia, 2012 AgriFood Skills Australia

FDF03 Unit Code	FDF03 Unit Title	FDF10 Version 2 Unit Code	FDF10 Version 2 Unit Title	Mapping	Comments
	(centrifugation) process		(centrifugation) process		version
FDFCELCULA	Propagate and maintain wine cultures	FDFCEL2007A	Prepare and monitor wine cultures	N	This unit has been edited to clarify that both yeast and bacterial cultures are covered and to accommodate various propagation equipment and techniques.
FDFCELDCDA	Perform dual column distillation (continuous still brandy) operations	FDFCEL2008A	Perform dual column distillation (continuous still brandy) operations	E	Unit replaces earlier version
FDFCELFDA	Perform first distillation (pot still brandy) operations	FDFCEL2009A	Perform first distillation (pot still brandy) operations	E	Unit replaces earlier version
FDFCELFFPB	Operate the fine filtration process	FDFCEL2010A	Operate the fine filtration process	E	Unit replaces earlier version
FDFCELHECB	Perform heat exchange operations	FDFCEL2011A	Perform heat exchange operations	E	Unit replaces earlier version
FDFCELHSB	Handle spirits	FDFCEL2012A	Handle spirits	N	Old references to Customs

© Commonwealth of Australia, 2012 AgriFood Skills Australia

FDF03 Unit Code	FDF03 Unit Title	FDF10 Version 2 Unit Code	FDF10 Version 2 Unit Title	Mapping	Comments
					and Excise have been updated to the Australian Taxation Office (ATO). Also FDFOP2004A Clean equipment in place removed as prerequisite
FDFCELPLFB	Operate the pressure leaf filtration process	FDFCEL2013A	Operate the pressure leaf filtration process	E	Unit replaces earlier version
FDFCELRVFB	Operate the rotary vacuum filtration process	FDFCEL2014A	Operate the rotary vacuum filtration process	E	Unit replaces earlier version
FDFCELMDA	Perform must draining operations	FDFCEL2015A	Perform must draining operations	E	Unit replaces earlier version
FDFCELPPB	Operate the pressing process	FDFCEL2016A	Operate the crushing process	E	Unit replaces earlier version
FDFCELAFB	Prepare and make additions and finings	FDFCEL2017A	Prepare and make additions and finings	E	Unit replaces earlier version
FDFCELGASB	Carry out inert gas handling operations	FDFCEL2018A	Carry out inert gas handling operations	E	Unit replaces earlier

© Commonwealth of Australia, 2012 AgriFood Skills Australia

FDF03 Unit Code	FDF03 Unit Title	FDF10 Version 2 Unit Code	FDF10 Version 2 Unit Title	Mapping	Comments
					version
FDFCELTRFB	Carry out transfer operations	FDFCEL2019A	Carry out transfer operations	E	Unit replaces earlier version
FDFCELWAXB	Prepare and wax tanks	FDFCEL2020A	Prepare and wax tanks	E	Unit replaces earlier version
FDFCELSDA	Perform second distillation (pot still brandy) operations	FDFCEL3001A	Perform second distillation (pot still brandy) operations	E	Unit replaces earlier version
FDFCELCCSB	Operate the continuous clarification by separation (flotation) process	FDFCEL3002A	Operate the continuous clarification by separation (flotation) process	E	Unit replaces earlier version
FDFCELCONB	Operate the concentration process	FDFCEL3003A	Operate the concentration process	E	Unit replaces earlier version
FDFCELDEOB	Perform de-aromatising, de-alcoholising or de-sulphuring operations	FDFCEL3004A	Perform de-aromatising, de-alcoholising or de-sulphuring operations	E	Unit replaces earlier version
FDFCELRECA	Perform rectification (continuous still) operations	FDFCEL3005A	Perform rectification (continuous still) operations	E	Unit replaces earlier version
FDFLABBATA	Perform basic	FDFLAB2001A	Perform basic	N	Range statement

© Commonwealth of Australia, 2012 AgriFood Skills Australia

FDF03 Unit Code	FDF03 Unit Title	FDF10 Version 2 Unit Code	FDF10 Version 2 Unit Title	Mapping	Comments
	analytical tests		analytical tests		definition of tests edited to make it clear which types of tests should be included and which are optional.
FDFLABBMTA	Perform basic microbiological tests	FDFLAB2002A	Perform basic microbiological tests	E	Unit replaces earlier version
FDFLABBPTA	Perform basic packaging tests and inspections	FDFLAB2003A	Perform basic packaging tests and inspections	E	Unit replaces earlier version
FDFLABLSSB	Prepare laboratory solutions and stains	FDFLAB2004A	Prepare laboratory solutions and stains	E	Unit replaces earlier version
FDFLABPCMA	Prepare and pour culture media	FDFLAB2005A	Prepare and pour culture media	E	Unit replaces earlier version
FDFLABRLDA	Record laboratory data	FDFLAB2006A	Record laboratory data	E	Unit replaces earlier version
FDFLABSLSB	Standardise laboratory solutions	FDFLAB2007A	Standardise laboratory solutions	E	Unit replaces earlier version
FDFLABALDA	Analyse laboratory data	FDFLAB2008A	Analyse laboratory data	E	Unit replaces earlier version

© Commonwealth of Australia, 2012 AgriFood Skills Australia

FDF03 Unit Code	FDF03 Unit Title	FDF10 Version 2 Unit Code	FDF10 Version 2 Unit Title	Mapping	Comments
FDFLABPQCA	Perform packaging quality control procedures	FDFLAB2009A	Perform packaging quality control procedures	E	Unit replaces earlier version
FDFLABPSSB	Prepare product or show samples	FDFLAB2010A	Prepare product or show samples	E	Unit replaces earlier version
FDFLABLETB	Use basic laboratory equipment	FDFLAB2011A	Use basic laboratory equipment	E	Unit replaces earlier version
FDFLABMAEA	Maintain aseptic environment	FDFLAB2012A	Maintain aseptic environment	E	Unit replaces earlier version
FDFLABCOMA	Use computer technology for laboratory applications	FDFLAB3001A	Use computer technology for laboratory applications	E	Unit replaces earlier version
FDFLABNRTA	Perform non-routine or specialised tests	FDFLAB3002A	Perform non-routine or specialised tests	E	Unit replaces earlier version
FDFLABTSHA	Perform routine troubleshootin g procedures	FDFLAB3003A	Perform routine troubleshooting procedures	E	Unit replaces earlier version
FDFWGGBGVB	Bench graft vines	FDFWGG2001A	Bench graft vines	E	Unit replaces earlier version
FDFWGGCPOB	Carry out potting operations	FDFWGG2002A	Carry out potting operations	E	Unit replaces earlier version

© Commonwealth of Australia, 2012 AgriFood Skills Australia

FDF03 Unit Code	FDF03 Unit Title	FDF10 Version 2 Unit Code	FDF10 Version 2 Unit Title	Mapping	Comments
FDFWGGHPVB	Hand prune vines	FDFWGG2003A	Hand prune vines	E	Unit replaces earlier version
FDFWGGISMB	Undertake irrigation systems maintenance activities	FDFWGG2004A	Undertake irrigation systems maintenance activities	E	Unit replaces earlier version
FDFWGGMCEB	Maintain callusing environment	FDFWGG2005A	Maintain callusing environment	E	Unit replaces earlier version
FDFWGGTCPB	Tend containerised nursery plants	FDFWGG2007A	Tend containerised nursery plants	E	Unit replaces earlier version
FDFWGGTVB	Train vines	FDFWGG2008A	Train vines	E	Unit replaces earlier version
FDFWGGCMSB	Operate specialised canopy management equipment	FDFWGG2009A	Operate specialised canopy management equipment	E	Unit replaces earlier version
FDFWGGFGVB	Field graft vines	FDFWGG2010A	Field graft vines	E	Unit replaces earlier version
FDFWGGICB	Install irrigation components	FDFWGG2011A	Install irrigation components	E	Unit replaces earlier version
FDFWGGIPDB	Identify and treat nursery	FDFWGG2012A	Identify and treat nursery	E	Unit replaces

© Commonwealth of Australia, 2012 AgriFood Skills Australia

FDF03 Unit Code	FDF03 Unit Title	FDF10 Version 2 Unit Code	FDF10 Version 2 Unit Title	Mapping	Comments
	plant disorders		plant disorders		earlier version
FDFWGGIRB	Deliver injection requirements	FDFWGG2013A	Deliver injection requirements	E	Unit replaces earlier version
FDFWGGISB	Operate the irrigation system	FDFWGG2014A	Operate the irrigation system	E	Unit replaces earlier version
FDFWGGMHSB	Support mechanical harvesting operations	FDFWGG2015A	Support mechanical harvesting operations	E	Unit replaces earlier version
FDFWGGMVTB	Install and maintain vine trellis	FDFWGG2016A	Install and maintain vine trellis	E	Unit replaces earlier version
FDFWGGPDDA	Recognise disorders and identify pests and diseases	FDFWGG2017A	Recognise disorders and identify pests and diseases	E	Unit replaces earlier version
FDFWGGVEQB	Operate vineyard equipment	FDFWGG2018A	Operate vineyard equipment	E	Unit replaces earlier version
FDFWGGVPCB	Perform vertebrate pest control activities	FDFWGG2019A	Perform vertebrate pest control activities	E	Unit replaces earlier version
FDFWGGHWTB	Carry out hot water treatment	FDFWGG2020A	Carry out hot water treatment	E	Unit replaces earlier version
FDFWGGOCSB	Operate nursery cold	FDFWGG2021A	Operate nursery cold storage	E	Unit replaces

© Commonwealth of Australia, 2012 AgriFood Skills Australia

FDF03 Unit Code	FDF03 Unit Title	FDF10 Version 2 Unit Code	FDF10 Version 2 Unit Title	Mapping	Comments
	storage facilities		facilities		earlier version
FDFWGGVCB / FDFWGGPVCB	Take vine cuttings / Process vine cuttings	FDFWGG2022A	Take and process vine cuttings		New unit formed from a merger of FDFWGGVCB Take vine cuttings and FDFWGGPVCB Process vine cuttings
FDFWGGCMBB	Carry out basic canopy maintenance	FDFWGG2023A	Carry out basic canopy maintenance	E	Unit replaces earlier version
FDFWGGPGHB	Pick grapes by hand	FDFWGG2024A	Pick grapes by hand	E	Unit replaces earlier version
FDFWGGPVHB	Plant vines by hand	FDFWGG2025A	Plant vines by hand	E	Unit replaces earlier version
FDFWGGCBAB	Apply chemicals and biological agents	FDFWGG3001A	Apply chemicals and biological agents	E	Unit replaces earlier version
FDFWGGCCMA	Coordinate canopy management activities	FDFWGG3002A	Coordinate canopy management activities	E	Unit replaces earlier version
FDFWGGCHAB	Coordinate crop harvesting activities	FDFWGG3003A	Coordinate crop harvesting activities	E	Unit replaces earlier version

© Commonwealth of Australia, 2012 AgriFood Skills Australia

FDF03 Unit Code	FDF03 Unit Title	FDF10 Version 2 Unit Code	FDF10 Version 2 Unit Title	Mapping	Comments
FDFWGGCNAB	Coordinate nursery activities	FDFWGG3004A	Coordinate nursery activities	E	Unit replaces earlier version
FDFWGGFNAB	Perform field nursery activities	FDFWGG3005A	Perform field nursery activities	E	Unit replaces earlier version
FDFWGGHPB	Coordinate hand pruning activities	FDFWGG3006A	Coordinate hand pruning activities	E	Unit replaces earlier version
FDFWGGISIB	Implement an irrigation schedule	FDFWGG3007A	Implement an irrigation schedule	E	Unit replaces earlier version
FDFWGGMHB	Operate a mechanical harvester	FDFWGG3008A	Operate a mechanical harvester	E	Unit replaces earlier version
FDFWGGMNPB	Monitor and maintain nursery plants	FDFWGG3009A	Monitor and maintain nursery plants	E	Unit replaces earlier version
FDFWGGSMPB	Implement a soil management program	FDFWGG3010A	Implement a soil management program	N	Deleted the prerequisite: FDFWGG3013A Operate spreading and seeding equipment
FDFWGGSNAB	Perform shed nursery activities	FDFWGG3011A	Perform shed nursery activities	E	Unit replaces earlier version

© Commonwealth of Australia, 2012 AgriFood Skills Australia

FDF03 Unit Code	FDF03 Unit Title	FDF10 Version 2 Unit Code	FDF10 Version 2 Unit Title	Mapping	Comments
FDFWGGVDDB	Monitor and control vine disorders and damage	FDFWGG3012A	Monitor and control vine disorders and damage	E	Unit replaces earlier version
FDFWGGSSEB	Operate spreading and seeding equipment	FDFWGG3013A	Operate spreading and seeding equipment	E	Unit replaces earlier version
FDFWIUINDB	Perform effectively in the workplace (induction)	FDFWIN2001A	Perform effectively in a wine industry workplace	N	Unit has been revised with four new performance criteria designed to strengthen requirement for knowledge of wine industry, wine production stages and personal employment terms and conditions. Consequential changes have been made to the range statement.

Overview

What is a Training Package?

© Commonwealth of Australia, 2012 AgriFood Skills Australia

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?

© Commonwealth of Australia, 2012 AgriFood Skills Australia

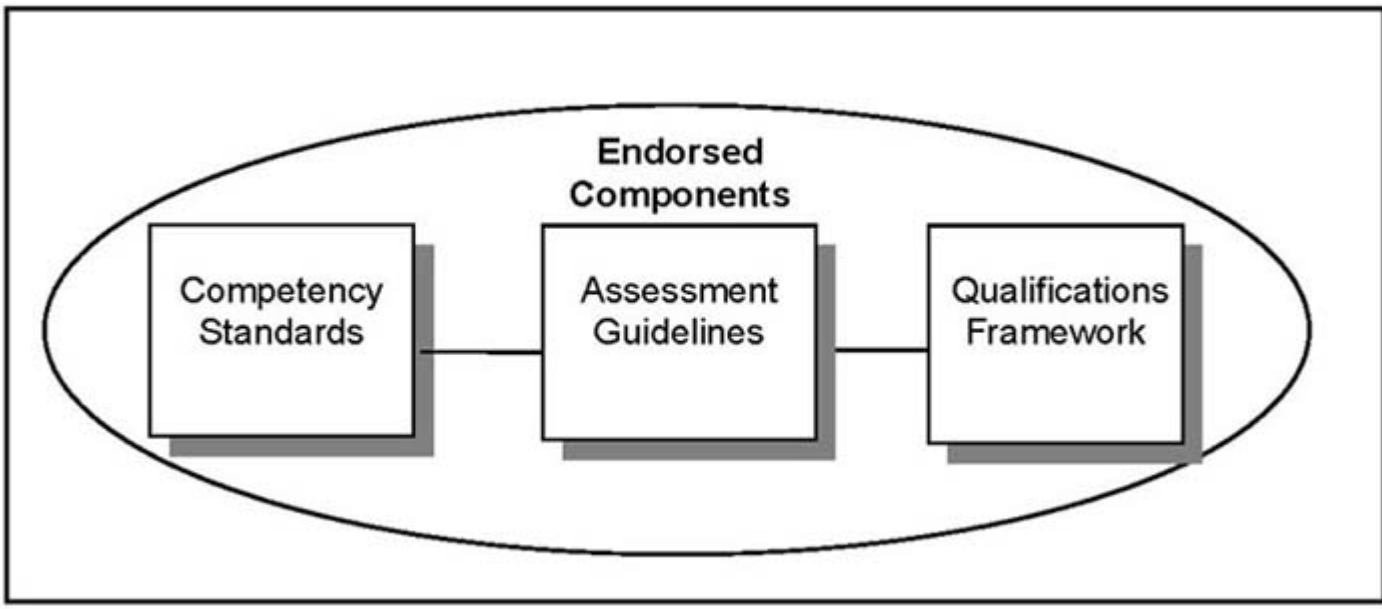
Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO, as specified in the AQTF 2010.

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

© Commonwealth of Australia, 2012 AgriFood Skills Australia

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.

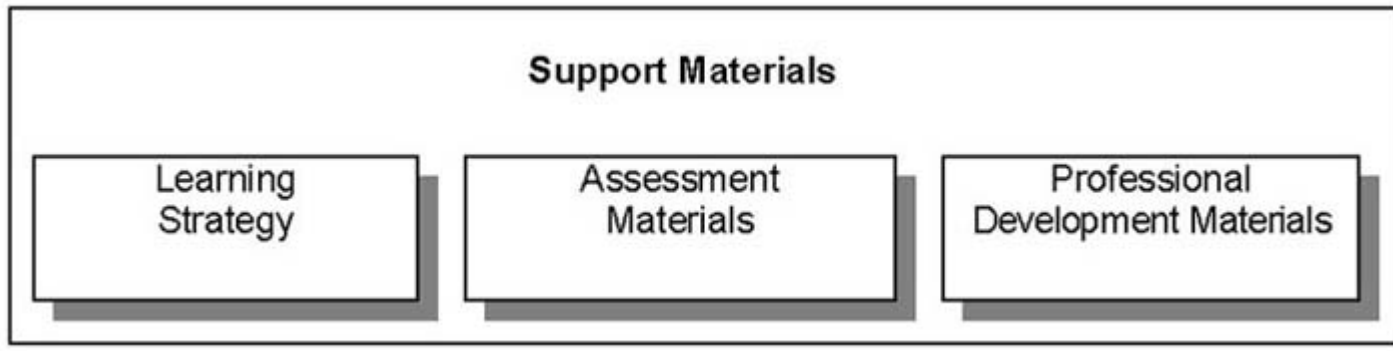
Qualifications Framework

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.

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**.

© Commonwealth of Australia, 2012 AgriFood Skills Australia

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

© Commonwealth of Australia, 2012 AgriFood Skills Australia

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

Introduction to the FDF10 Version 2 Food Processing Training Package

The ‘food processing industry’ covered by the FDF10v2 Food Processing 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 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.

© Commonwealth of Australia, 2012 AgriFood Skills Australia

The wine industry in Australia is very diverse covering many regions and enterprises ranging from small family companies to operations conducted by large multi-national businesses. According to the Wine Australia website there are approximately 2,500 wine companies with about 157,000 hectares under vine. The total grape crush in 2010 was 1.603 million tonnes. Wine is third on the list of Australian farm exports after wheat and beef/veal.

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

History of the Food Processing Training Package

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.

© Commonwealth of Australia, 2012 AgriFood Skills Australia

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.

FDF10 Version 1 incorporated 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 were made to broaden and update the scope of coverage through new and updated units.

In 2010/11 further work was conducted on the FDF Food Processing Training Package as part of AgriFood Skills Australia's Continuous Improvement Program, which resulted in higher level units and qualifications in food science and technology and advanced baking, revised units of competency in cheesemaking, and revised units of competency and qualifications in wine industry operations. This work also resulted in an amendment to the Certificate I and Certificate II in Food Processing qualifications. These components are included as part of the FDF10 Version 2 submission.

Some qualifications and units of competency currently endorsed as part of FDF03 were are not covered by the submission. These qualifications are being reviewed and will be covered in a later submission planned for late 2011. The later submission will cover reviewed food safety auditing units and qualifications, and new units in flour milling, malting and brewing.

Code	Qualification	Comment
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	As above

© Commonwealth of Australia, 2012 AgriFood Skills Australia

	Food Safety Auditing)	

Code Changes

For the FDF10 Version 2 Training Package the units are coded according to the Training Package Development Handbook policy and use the following form – FDFCATxyzA where

FDF is the Training Package identifier

CAT is the industry sector

x represents the initial AQF alignment of the unit in a qualification

yz is the unit number and

A is the unit version identifier

Units of competency in the FDF10 Version 2 Food Processing Training Package have been allocated to unit categories. They are:

AU	Food safety auditing
BK	Baking - biscuits / cakes / pastry
BP	Bottling and packaging (wine industry)
BV	Beverages - aerated waters/coffee/ice
CD	Cellar door (wine industry)
CEL	Cellar operations (wine industry)
CH	Cheesemaking
CON	Confectionary
DP	Dairy processing
FS	Food Safety
FST	Food science and technology
FV	Fruit and vegetable
GR	Grain processing – stock feed, flour milling, grain processing
GPS	Grocery products and supplies - edible oils and fats/honey

© Commonwealth of Australia, 2012 AgriFood Skills Australia

LAB	Laboratory (wine industry)
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
WGG	Wine grape growing (wine industry)
WIN	Wine industry induction (wine industry)

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 inpost-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.

© Commonwealth of Australia, 2012 AgriFood Skills Australia

- 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.

© Commonwealth of Australia, 2012 AgriFood Skills Australia

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

© Commonwealth of Australia, 2012 AgriFood Skills Australia

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 section 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:

© Commonwealth of Australia, 2012 AgriFood Skills Australia

- 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

© Commonwealth of Australia, 2012 AgriFood Skills Australia

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

© Commonwealth of Australia, 2012 AgriFood Skills Australia

- 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

© Commonwealth of Australia, 2012 AgriFood Skills Australia

- 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

Qualifications and Packaging Rules

There are 26 Qualifications in FDF10 Version 4. Refer to each individual Qualification for details of its Packaging Rules.

Qualification Pathways

The following pathways charts are provided to show the types of pathways into and from Qualifications that are possible with this Training Package. For more information about Qualifications and pathways contact AgriFood Skills Australia.

FDF10 Version 4 Qualification Pathways

All Qualifications within the FDF10 Version 4 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.

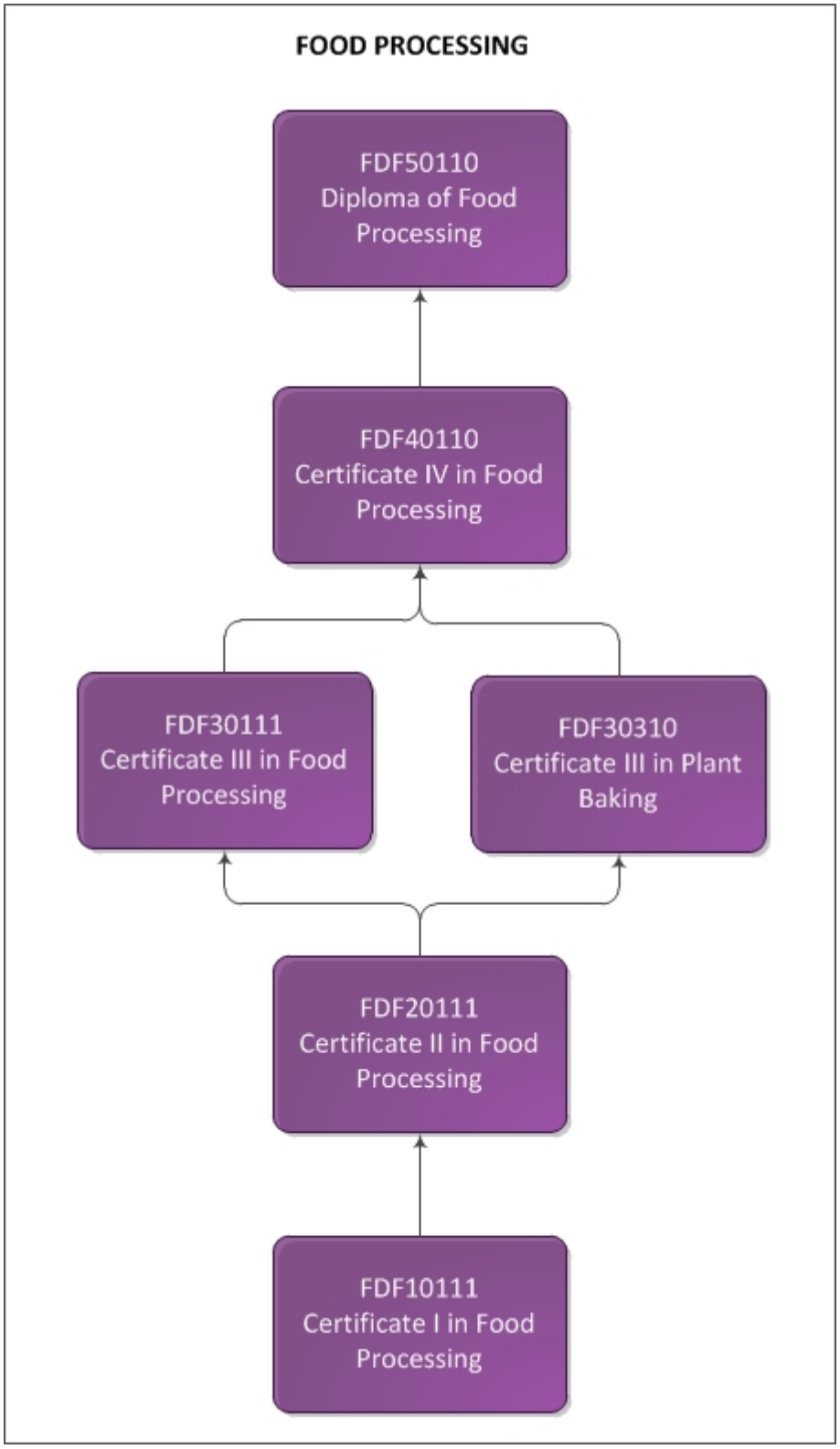
Many of the Qualifications access a common bank of elective units. This also provides maximum flexibility for those wanting to move from one area of specialisation to another with a minimum requirement for new specialist skills.

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

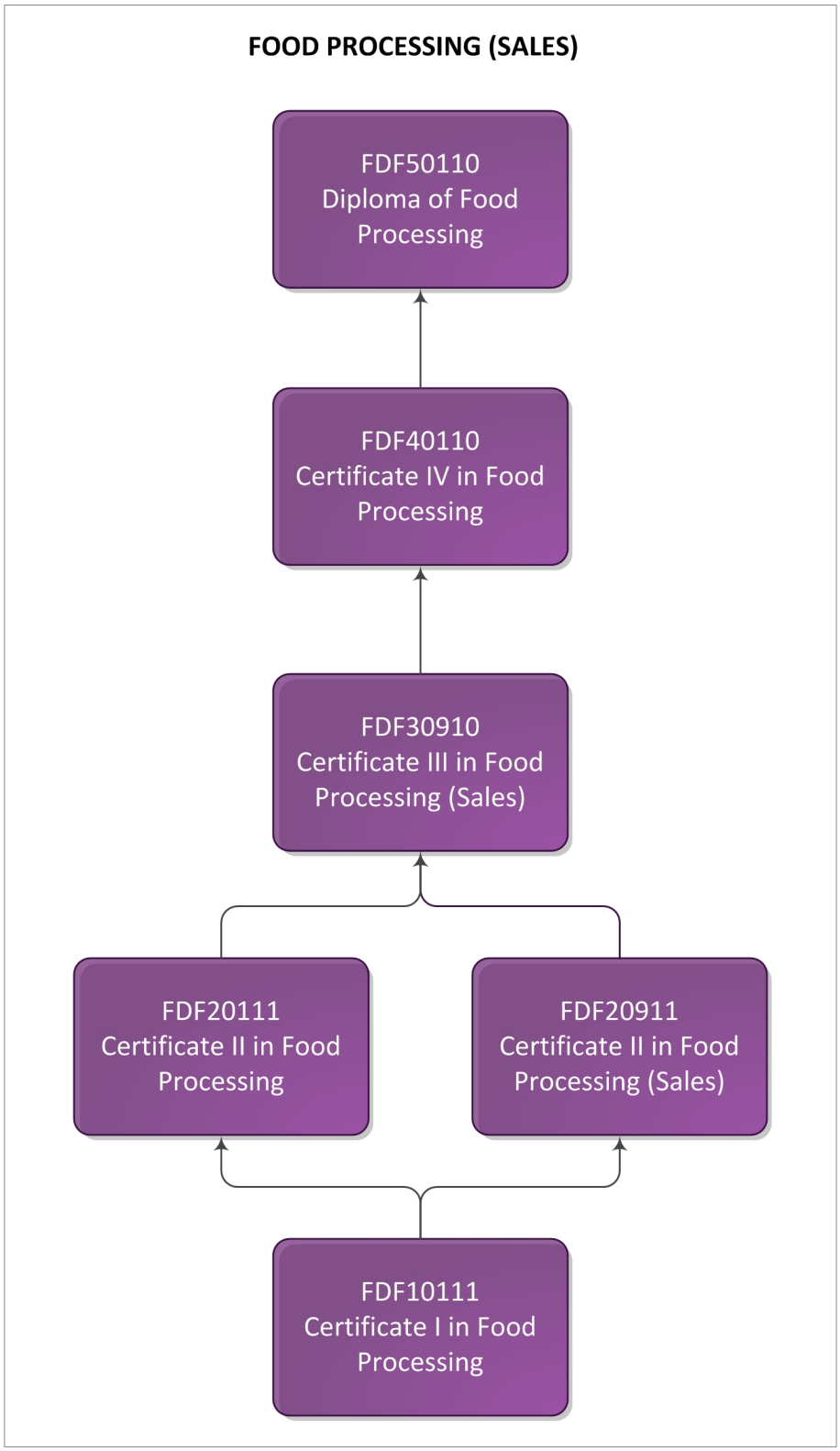
© Commonwealth of Australia, 2012 AgriFood Skills Australia

- 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 pathway, or a combination of the two.

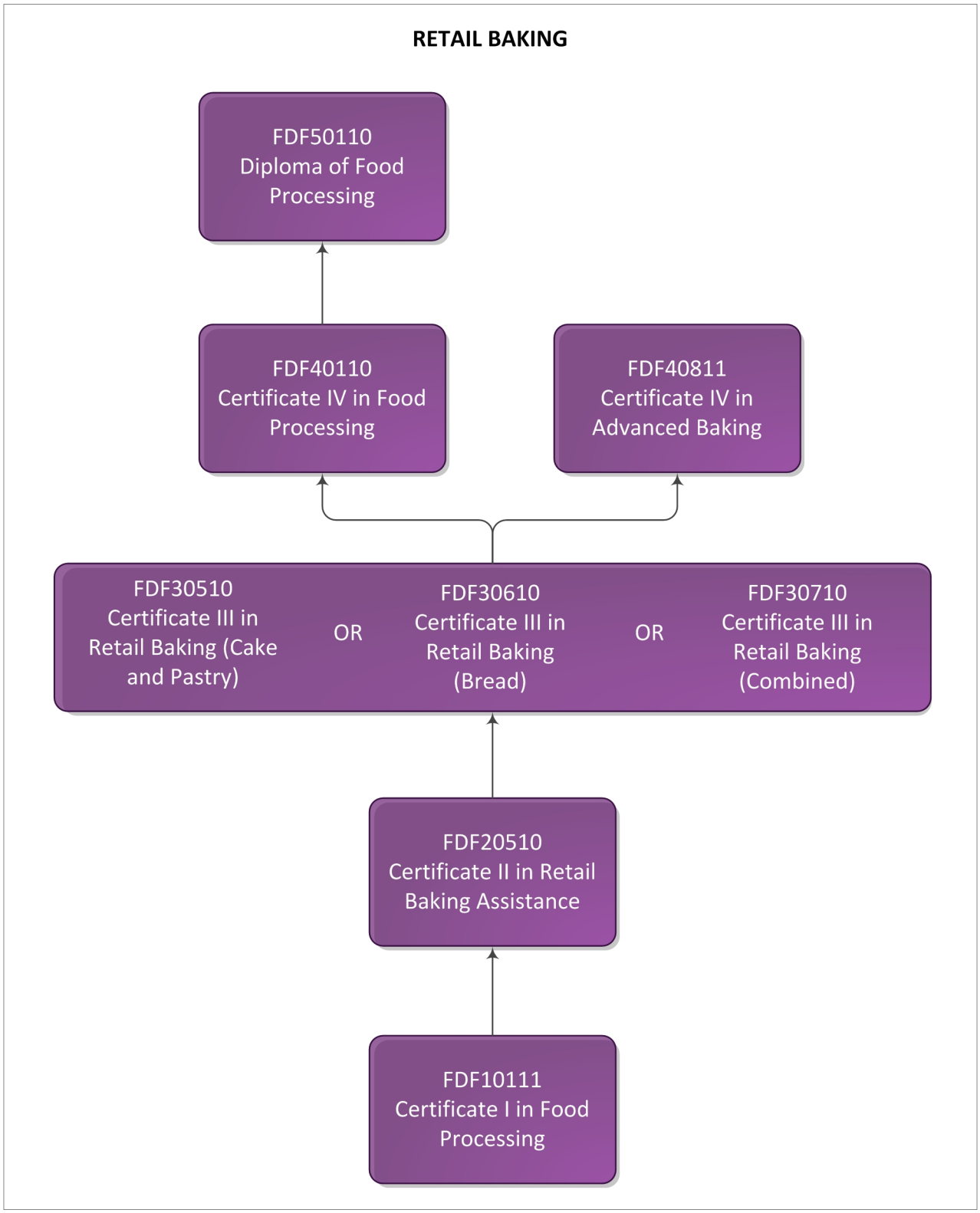
© Commonwealth of Australia, 2012 AgriFood Skills Australia



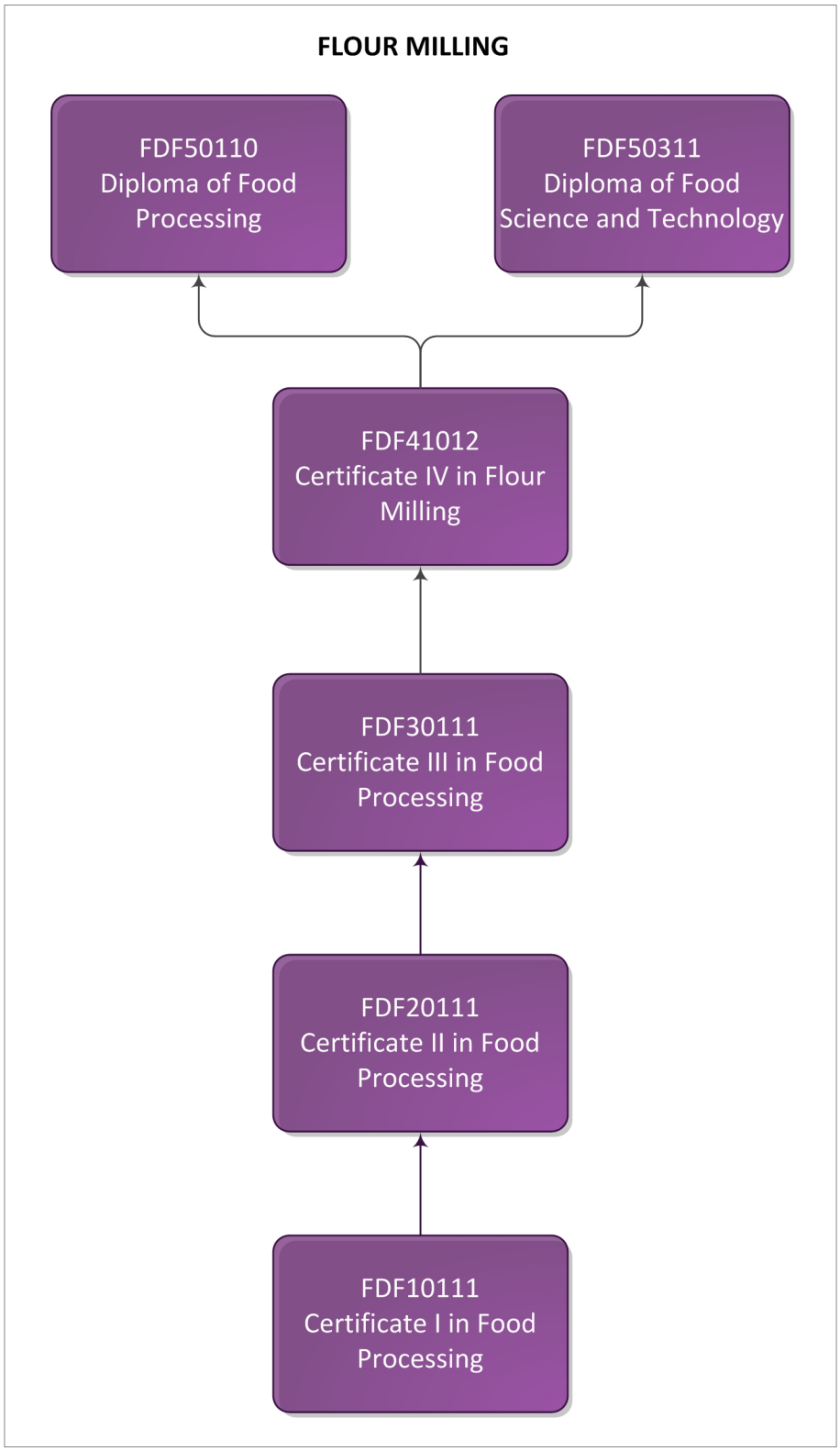
© Commonwealth of Australia, 2012 AgriFood Skills Australia



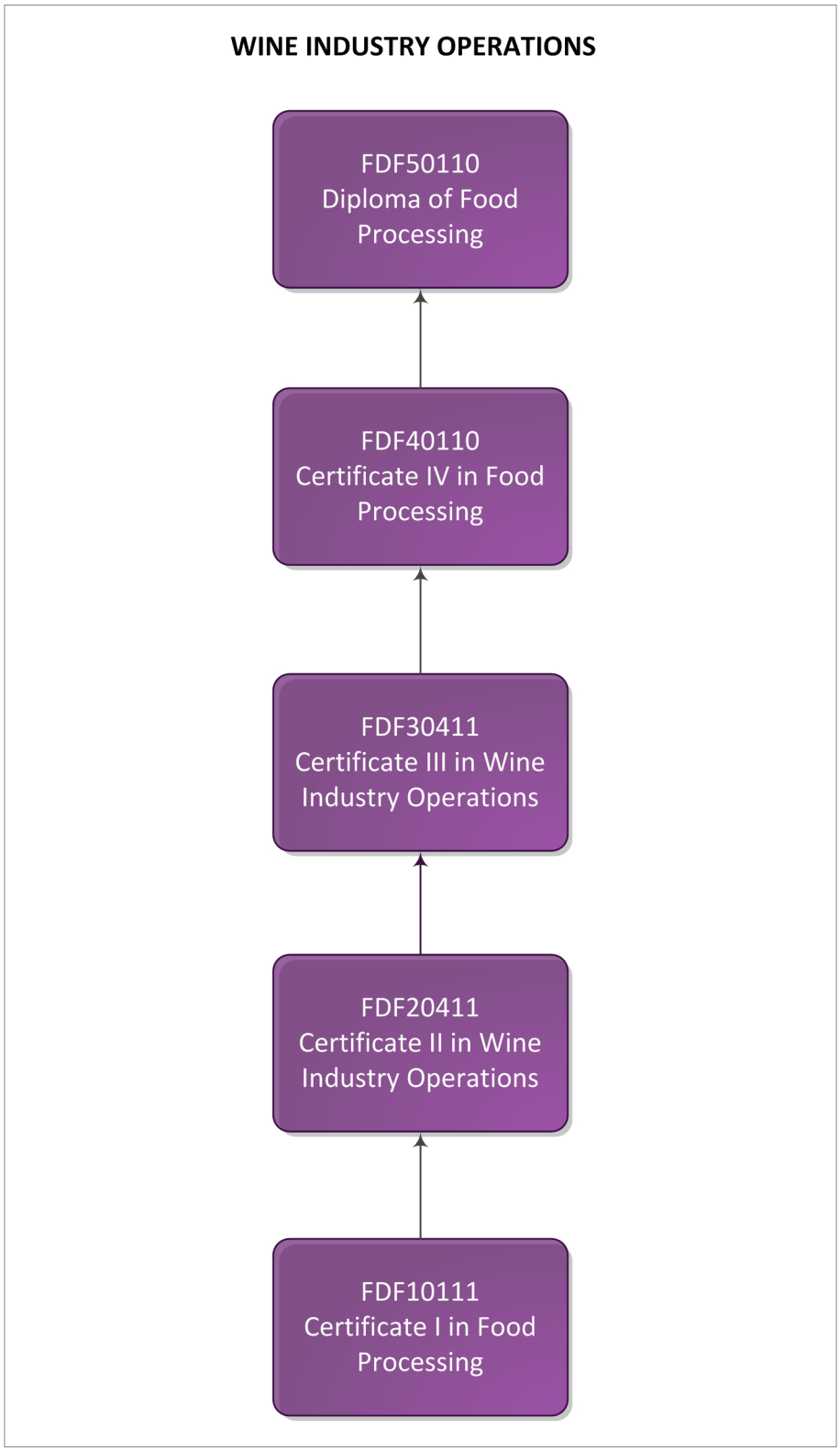
© Commonwealth of Australia, 2012 AgriFood Skills Australia



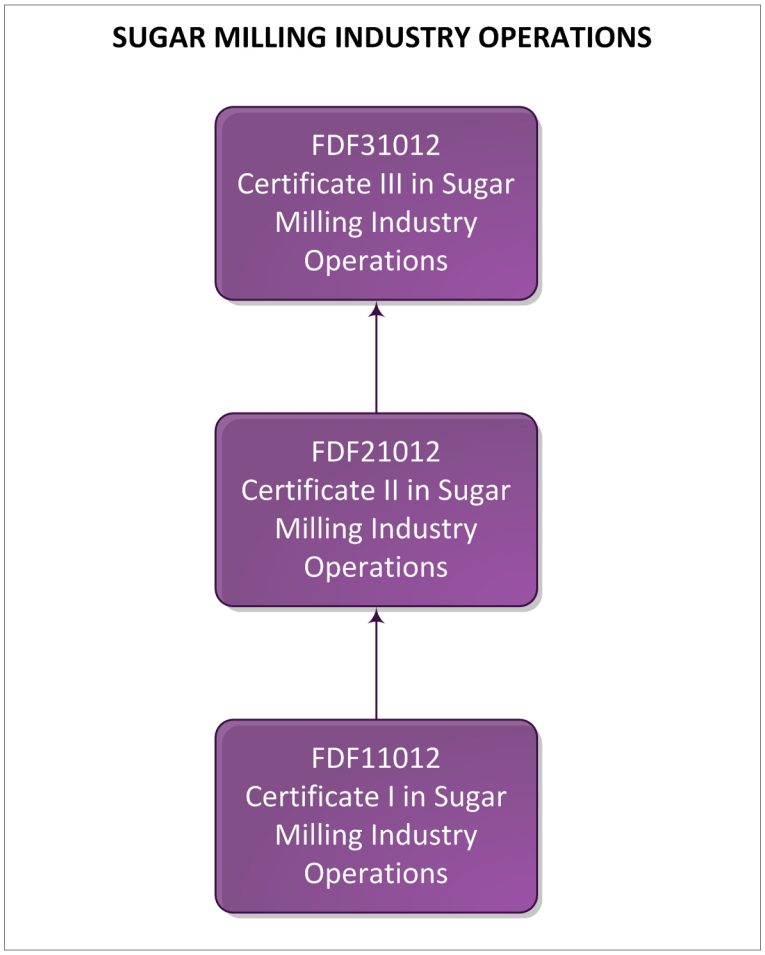
© Commonwealth of Australia, 2012 AgriFood Skills Australia



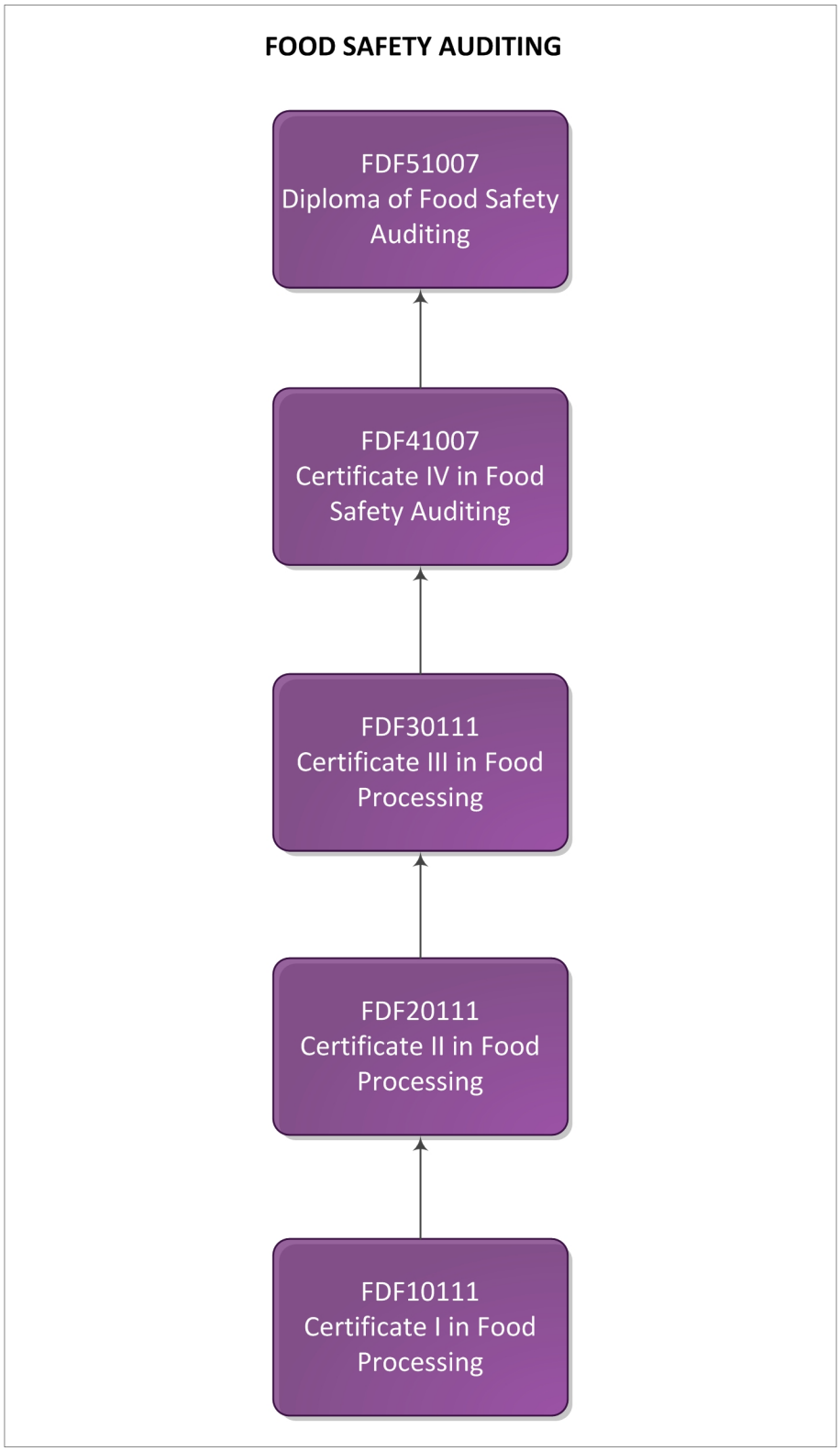
© Commonwealth of Australia, 2012 AgriFood Skills Australia



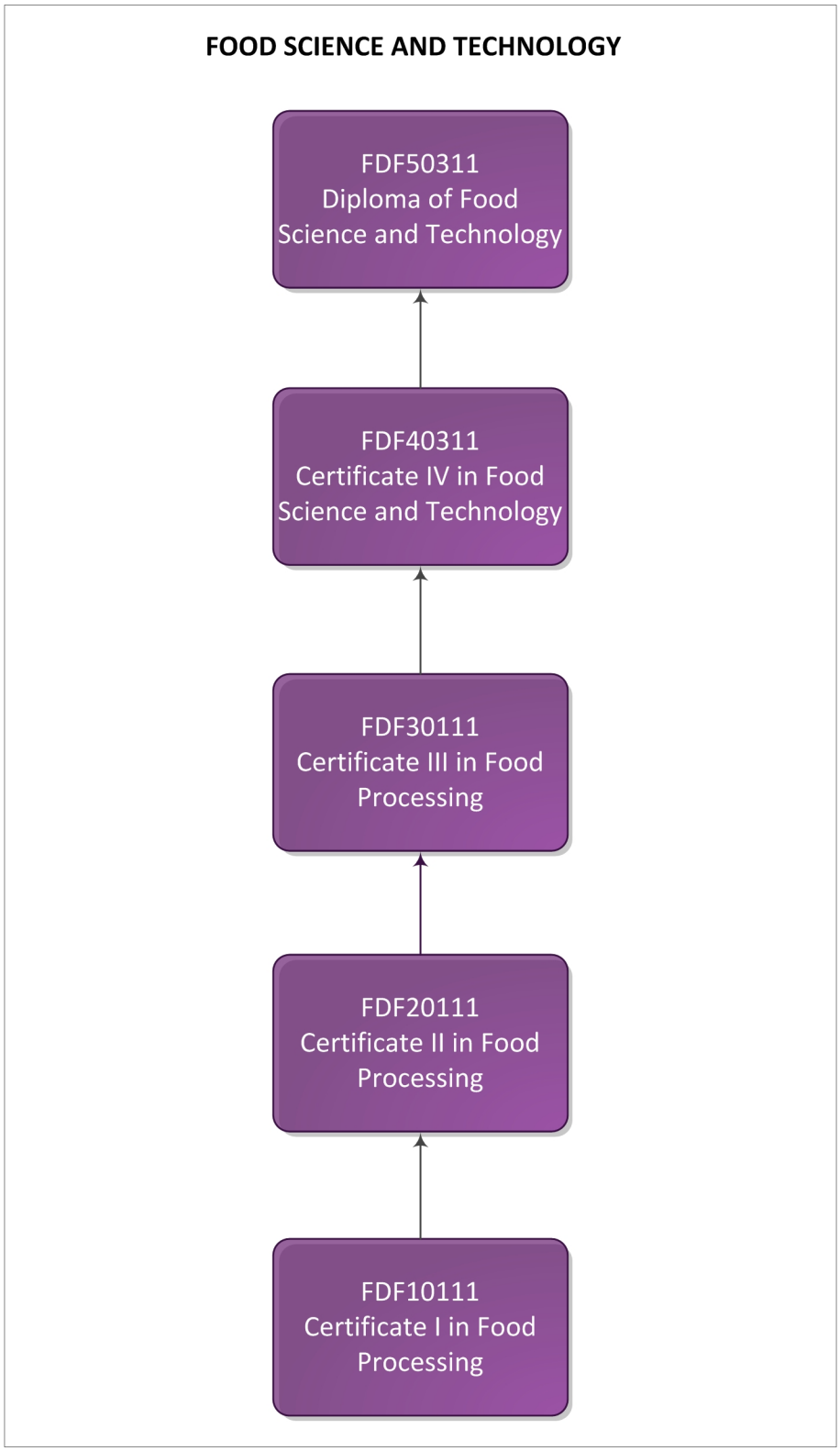
© Commonwealth of Australia, 2012 AgriFood Skills Australia



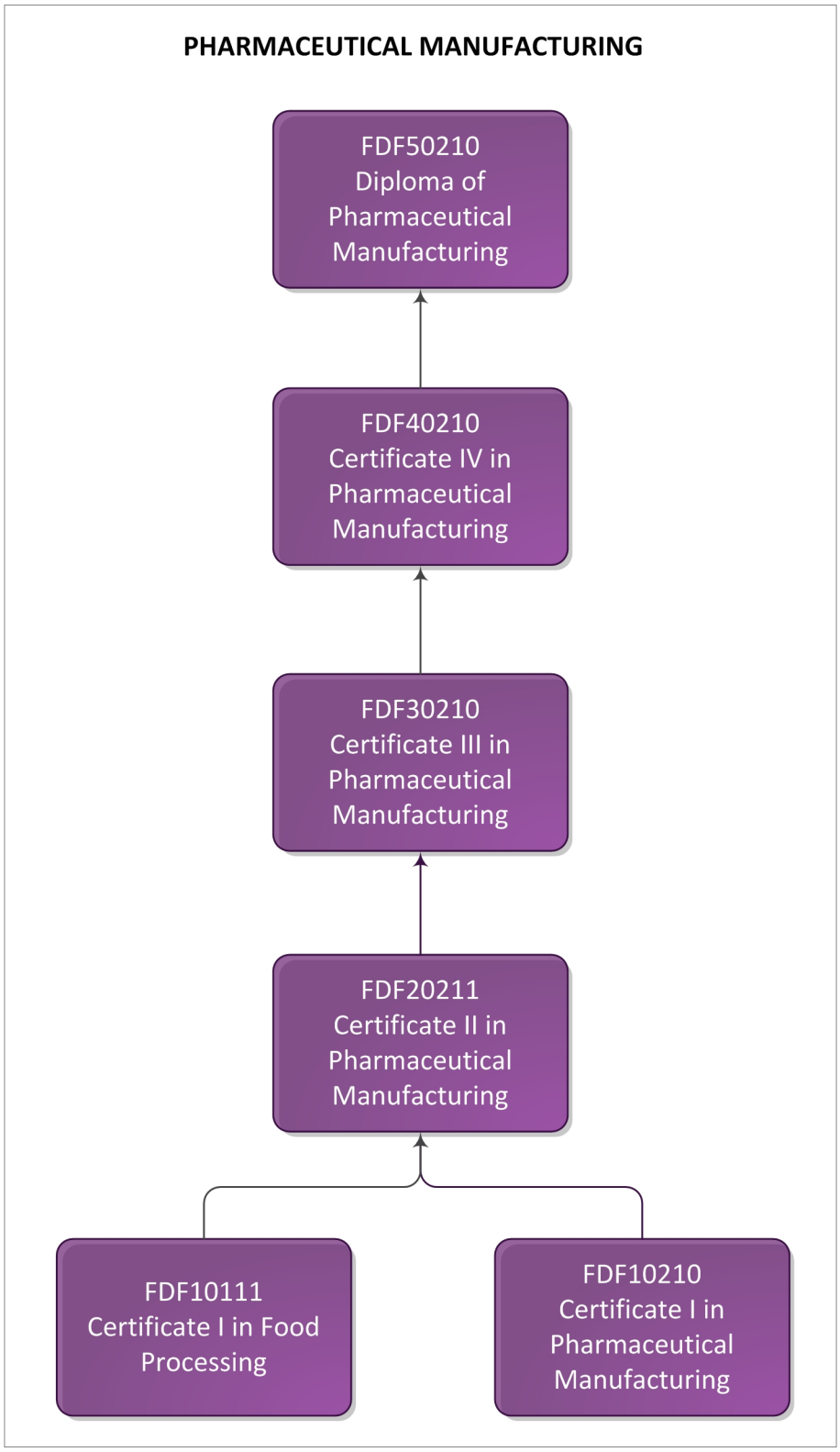
© Commonwealth of Australia, 2012 AgriFood Skills Australia



© Commonwealth of Australia, 2012 AgriFood Skills Australia



© Commonwealth of Australia, 2012 AgriFood Skills Australia



Australian apprenticeship arrangements

© Commonwealth of Australia, 2012 AgriFood Skills Australia

All Qualifications within the Training Package are suitable for Australian Apprenticeship pathways.

VET in schools delivery

These Qualifications have the potential to be used as a part of VET in Schools programs. This is conditional on local parties collaborating to agree on delivery, assessment and infrastructure arrangements.

Skill Sets in this Training Package

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
There are twenty-four Skill Sets within the FDF10 Food Processing Training Package. These are: • Cellar Door Sales Induction Skill Set • Cellar Hand Induction Skill Set • Chemical Handling Certification Skill Set • Confined Space Skill Set • Distillation Operations Skill Set • Evaporator Station Operator Skill Set • Food Safety Skill Set • Forklift Operations Skill Set • Fugal Operator Skill Set • Hand Pruning Induction Skill Set

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Skill Sets in this Training Package
• Irrigation Skill Set • Loco Driver Skill Set • Manual Handling Skill Set • Mechanical Harvesting for Seasonal Workers Skill Set • Platform Operator Skill Set • Responsible Service of Alcohol Skill Set • Risk Management Skill Set • Seasonal Nursery Induction Skill Set • Sugar Boiler Skill Set • Trellis Management Skill Set • Vintage Laboratory Operations Skill Set • Warehouse Induction Skill Set • Water Tender Skill Set • Wine Evaluation Skill Set

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 and 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:

© Commonwealth of Australia, 2012 AgriFood Skills Australia

- 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.

© Commonwealth of Australia, 2012 AgriFood Skills Australia

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

© Commonwealth of Australia, 2012 AgriFood Skills Australia

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 and assessment must be competent for the functions they perform. See the 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 Statement of Attainment

© Commonwealth of Australia, 2012 AgriFood Skills Australia

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)/courses(s). See the AQTF and the edition of the *AQF Implementation Handbook*—available on the AQF Council website <www.aqf.edu.au >

Licensing/Registration Requirements

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 vocational education and training, vary between each State and Territory, and can regularly change. The developers of this Training Package 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 the Department 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 FDF10v3 linked to occupational licensing. However some FDF10v3 units are designed to support food safety legislation and regulations. These apply in every State and Territory with premises and enterprises being licensed. The food safety licensing applies to both food production (covered by FDF10v3) and food serving (can be covered by FDF10v3 as well as other training packages). Completion of relevant FDF10v3 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.

Pathways

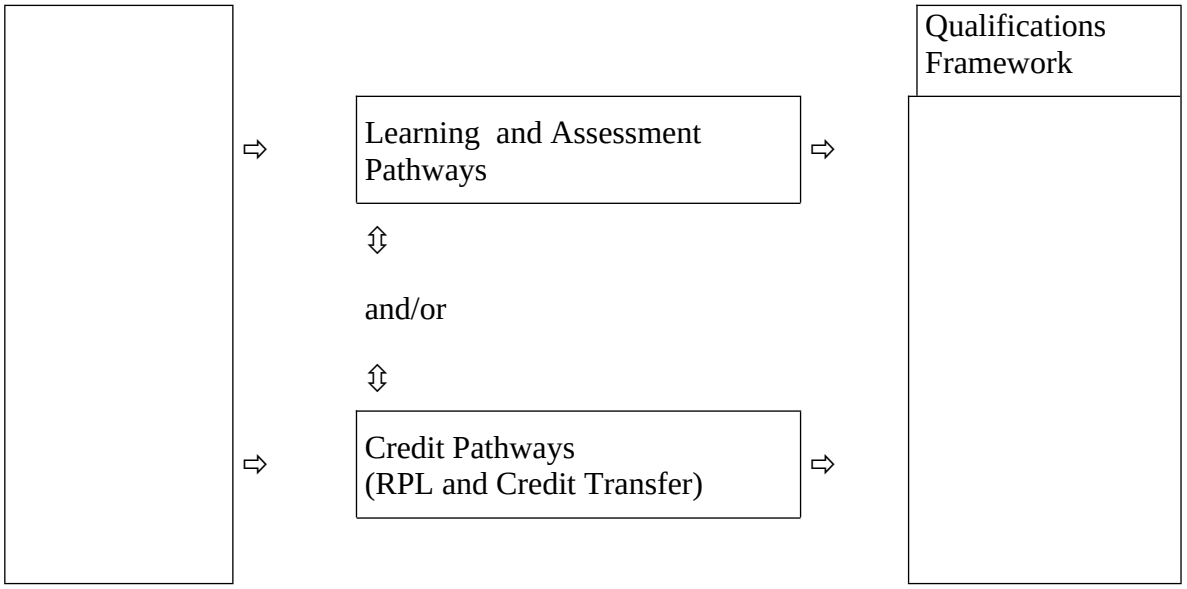
The competencies in this Training Package may be attained in a number of ways including through:

- 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, or a recognition pathway, or a combination of the two as illustrated in the following diagram.

Units of Competency	Statement of Attainment and/or qualification under the Australian

© Commonwealth of Australia, 2012 AgriFood Skills Australia



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 , the AQTF and, where relevant, the Australian Qualifications Framework.

Learning and Assessment Pathways

Usually, learning and assessment are integrated, with 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.

© Commonwealth of Australia, 2012 AgriFood Skills Australia

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.

© Commonwealth of Australia, 2012 AgriFood Skills Australia

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.
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.

© Commonwealth of Australia, 2012 AgriFood Skills Australia

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 are conducted 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 to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence.

* See AQTF 2010 *Users' Guide to the Essential Standards for Registration* – 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 judgements 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 their own assessment tools, assessors must ensure that the tools:

© Commonwealth of Australia, 2012 AgriFood Skills Australia

- are benchmarked against the relevant unit or units of competency;
- are reviewed as part of the validation of assessment strategies required under the AQTF; and
- meet the assessment requirements expressed in 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 AQTF 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:

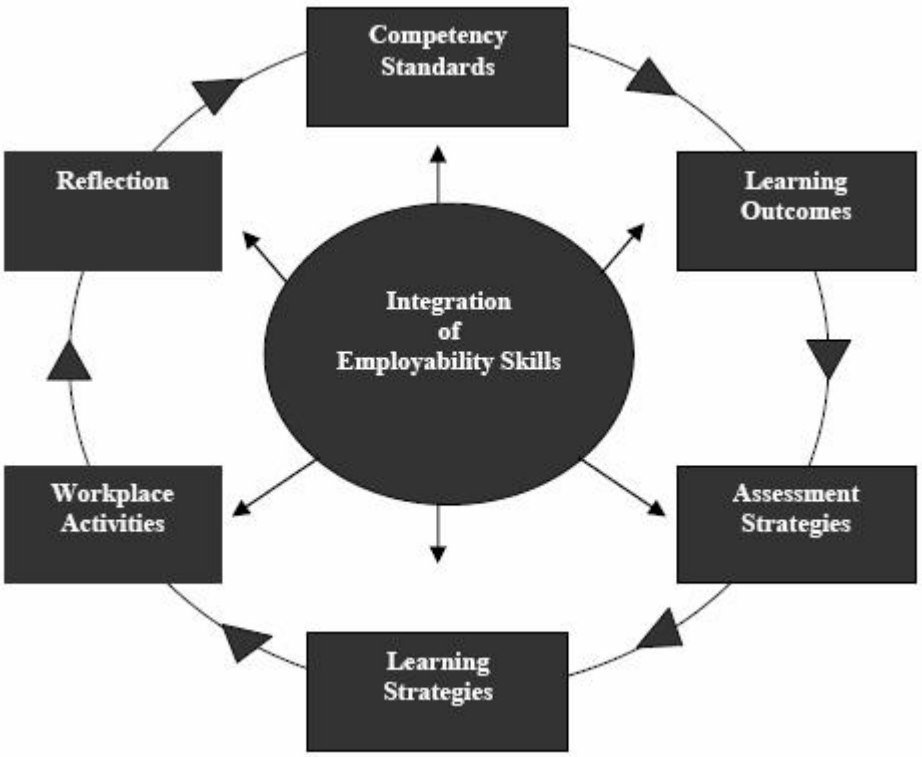
1.5 Assessment, including Recognition of Prior Learning (RPL):

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
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.

© Commonwealth of Australia, 2012 AgriFood Skills Australia



Employability Skills are embedded 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 Australian website at 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 "

© Commonwealth of Australia, 2012 AgriFood Skills Australia

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* .

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

Industry Skills Council
AgriFood Skills Australia
PO Box 5450 Kingston ACT 2604
Ph: 02 6163 7200
Fax: 02 6162 0610
Email: trainingpackages@agrifoodskills.net.au
Web: www.agrifoodskills.net.au

Technical and Vocational Education and

© Commonwealth of Australia, 2012 AgriFood Skills Australia

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/menuitem5cbe14d51b49dd34b225261017a62dbc.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/

© Commonwealth of Australia, 2012 AgriFood Skills Australia

- AgriFood Skills Australia

  http://www.agrifoodskills.net.au/

Assessment Guidelines - Industry Contextualisation

Additional Advice for Assessment Design

RTOs need to take into account a range of considerations when designing assessment strategies. In particular, the majority of Units in the FDF10 Food Processing Training Package Version 3 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.
The design of assessment needs to ensure that all aspects of competency are covered:

- task skills (performance of individual tasks)
- job/role environment skills (deals with the responsibilities and expectations of the workplace)
- relevant underpinning knowledge

and where qualification levels require:

- task management skills (managing a number of different tasks within the job)
- contingency management skills (responding to problems, breakdowns and changes in routine).

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.*

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:

© Commonwealth of Australia, 2012 AgriFood Skills Australia

- incorporating a range of assessment techniques
- integrating the assessment of units related to the performance of 'whole of work' tasks, roles or functions
- using a holistic approach which combines knowledge, understanding, problem-solving, technical skills and applications to new situations into the assessment process
- assessing in the workplace (wherever possible), using familiar skills and materials
- 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)
- ensuring understanding of questions by rephrasing to clarify and using the language and terms of the job and the workplace
- encouraging the candidate to ask questions to clarify instructions
- providing clarification of purpose and process of assessment
- 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:

- the assessment takes place in a situation as close as possible to workplace reality
- all aspects of competency are assessed
- 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)
- 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:

© Commonwealth of Australia, 2012 AgriFood Skills Australia

- demonstrate use of required equipment and other resources
- show the complexity of dealing with multiple tasks
- reflect time pressures and deadlines
- involve prioritising among competing tasks
- deal with customers/clients, including difficult ones
- work with others in a team
- communicate with diverse groups
- find, discuss and test solutions to problems
- explore food safety and hygiene issues
- explore health and safety issues
- answer practically-oriented, applied knowledge questions
- 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:

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

Some options for overcoming these challenges include:

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

Training and Assessment for Schools

Implementation of FDF10 Food Processing Training Package Version 3 within the school sector needs to ensure the following:

© Commonwealth of Australia, 2012 AgriFood Skills Australia

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

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:

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

© Commonwealth of Australia, 2012 AgriFood Skills Australia

- learn better in groups than individually
- learn better in the surroundings of their community than in an institutional environment
- prefer oral communications to written forms
- learn on the basis of trial and error in the presence of an experienced person in preference to concept building approaches
- 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:

- ensuring a high proportion of Aboriginal and Torres Strait Islander participation in all aspects of planning, development, delivery and evaluation
- establishing and maintaining a collaborative relationship with local Aboriginal and Torres Strait Islander communities
- 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
- 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 Version 3. Principles that underpin assessment include:

- assessment should be transparent, i.e. clearly seen and understood by the candidate and others
- assessment should empower the candidate on the basis of consent, self-assessment and responsibility for the process
- 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
- assessments must provide constructive feedback to candidates and support for further competency development.

© Commonwealth of Australia, 2012 AgriFood Skills Australia

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. 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.

© Commonwealth of Australia, 2012 AgriFood Skills Australia

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:

- 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
- adjustments may need reinforcing - when adjustments need to be ongoing, monitoring may reinforce patterns of behaviour in order for them to become 'natural'
- 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:

- performance indicators - training providers, learners and employers should have agreed indicators of performance which can be measured and monitored
- independent support - a third party, independent of the training and/or assessment environment, may need to be involved
- experimentation - if existing adjustments are not proving satisfactory, creative solutions may be needed
- 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: http://www.deewr.gov.au/Schooling/Programs/Documents/Disability_Standards_for_Education_2005_pdf.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	• Memory aids (posters and notes) • Reflective listening skills • Stress minimisation • Time and patience.
Hearing impairment	• Audio loops for people using hearing aids

© Commonwealth of Australia, 2012 AgriFood Skills Australia

	• Plain English documents • Fire and alarm systems with flashing lights • Sign language interpreters • Telephone typewriters.
Intellectual disability	• Additional time • Assessment which is appropriate to the skill (i.e. avoiding written assessment for practical tasks) • Mentors • Plain English documents • Practical learning sessions • Repetition of learning exercises.
Mobility impairment	• Access to aids, such as for holding documents • Adjustable tables • Lifting limits • Note-taking support • Verbal rather than written presentations • Personal computers • Wheelchair access.
Psychiatric disability	• Identification and avoidance of stresses • Ongoing rather than formal assessments • Reflective listening skills • 'Time-out' breaks in assessment.
Speech impairment	• Information summaries • Stress minimisation • Time and patience • Written rather than verbal opportunities • Additional writing time for assignments and tests.
Vision impairment	• Audiotapes • Braille translations • Enlarged computer screen images • Enlarged text and images • Good lighting or reading lamps • Guide dog provision • Informing the person before moving furniture • 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.

© Commonwealth of Australia, 2012 AgriFood Skills Australia

- 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.
- 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.
- 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*
- 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.

1) Other informative resources include:

- LiteracyNet at http://www.deewr.gov.au/skills/programs/litandnum/literacynet/Pages/default.aspx. The site contains key information about Australian adult literacy activities and links to a range of additional program, professional development, resource and research sites.

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.

© Commonwealth of Australia, 2012 AgriFood Skills Australia

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:

- RTOs must not remove or add to the number and content of elements and performance criteria.
- RTOs can add specific industry terminology in the range statement.
- Any amendments and additions to the range statement made by RTOs must not diminish the breadth of application of the competency and reduce its portability.
- RTOs may add detail to the evidence guide in areas such as the critical aspects of evidence or required resources and infrastructure - but only where these expand the breadth of the competency and 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

This sub-section contains a statement that the unit contain Employability skills.

© Commonwealth of Australia, 2012 AgriFood Skills Australia

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.

© Commonwealth of Australia, 2012 AgriFood Skills Australia

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
- the required underpinning knowledge and skills.

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

© Commonwealth of Australia, 2012 AgriFood Skills Australia

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.

© Commonwealth of Australia, 2012 AgriFood Skills Australia

Sample Unit of Competency Components showing Employability Skills

The following table shows the sequence of a unit of competency, and each cell contains text taken from a range of units. It provides examples of where and how various Employability Skills could be embedded in each component.

Please not that in the example, the bracketed Employability Skills are provided for clarification only and would not be present in units of competency within this Training Package.

Unit Title	Give formal presentations and take part in meetings **(Communication)**
Unit Descriptor	This unit covers the skills and knowledge required to promote the use and implementation of innovative work practices to effect change. **(Initiative and enterprise)**
Element	Proactively resolve issues. **(Problem solving)**
Performance Criteria	Information is organised in a format suitable for analysis and dissemination in accordance with organisational requirements. **(Planning and organising)**
Range Statement	Software applications may include email, internet, word processing, spreadsheet, database or accounting packages. **(Technology)** Modify activities depending on differing workplace contexts, risk situations and environments. **(Learning)**
Required Skills and Knowledge	Work collaboratively with others during a fire emergency. **(Teamwork)** Instruction, procedures and other information relevant to the maintenance of vessel and port security. **(Communication)**
Evidence Guide	Evidence of having worked constructively with a wide range of community groups and stakeholders to solve problems and adapt or design new solutions to meet identified needs in crime prevention. In particular, evidence must be obtained on the ability to: • assess response options to identified crime-prevention needs and determine the optimal action to be implemented

© Commonwealth of Australia, 2012 AgriFood Skills Australia

	• in consultation with relevant others, design an initiative to address identified issues **(Initiative and enterprise)**

Employability Skills Summaries and Units of Competency

An Employability Skills Summary exists for each qualification. Summaries include broad advice on industry expectations with regard to Employability Skills at the qualification level. Summaries should be used by trainers and assessors to assist in identifying the Employability Skills requirements contained within units of competency.

Competency Standards - Industry Contextualisation

FDF10v3 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.

© Commonwealth of Australia, 2012 AgriFood Skills Australia

- 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

FDF10v3 has some application across industries outside the scope of the FDF10v3 Training Package. All FDF10v3 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

FDF10v3 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.

© Commonwealth of Australia, 2012 AgriFood Skills Australia