Food Processing Industry Training Package

FDF 98

CERTIFICATE IV (AQF 4)
FDF40198
DIPLOMA (AQF 5)
FDF50198

Introduction
Assessment Guidelines
Qualifications

NATIONAL FOOD INDUSTRY TRAINING COUNCIL

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SECTION 1

Introduction

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1.1 What is the National Food Industry Training Council (NFITC) training framework?

The National Food Industry Training Council (NFITC) covers the food processing, beverage processing and pharmaceutical manufacturing industries. In this Food Processing Industry Training Package documentation hereafter referred to as the Training Package, 'food processing' is used as a generic term to cover all industries/sectors within the NFITC coverage, unless reference is made to a specific sector/industry.

This Training Package covers the following sector:

- Flour Milling with qualification outcomes at Certificate 4 and Diploma levels.

During 1998/99 additional qualifications will be developed for the remaining food processing sectors at Certificate 4 and Diploma level.

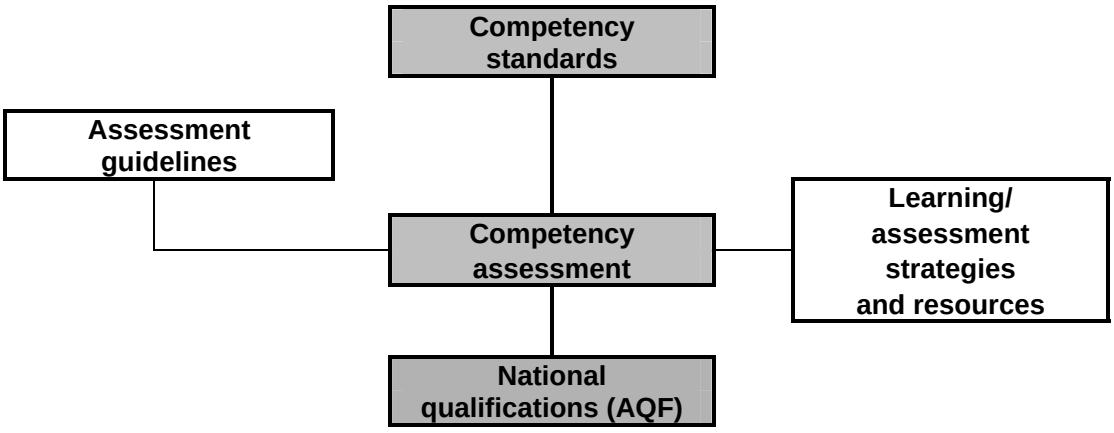
The national food processing industry has made significant progress in the past decade in industry-wide and workplace reform of training and development. These reforms have had as their focal point the need to improve the competitiveness, productivity and profitability of the industry in the domestic and international marketplace. An important factor in achieving this goal is the competence of the workforce. In relation to this, particular attention has been given to the development, maintenance and recognition of knowledge and skills relevant to the workplace.

The National Food Industry Training Council (NFITC) has already developed a Training Package for Certificates I, 2 and 3 within the National Training Framework. The Training Package was endorsed in July, 1998.

This Training Package for Certificate 4 and Diploma provides the NFITC with an excellent opportunity to continue and reinforce its momentum in the development and recognition of workplace competence.

The framework within which this Training Package will be implemented is as follows:

Figure 1.1 NFITC Training Package framework



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1.2 What is a Training Package?

Training Packages are a key feature of vocational education and training for Australian industry. They are part of the National Training Framework which aims to make competency recognition, training and regulatory arrangements simpler, flexible and more relevant to the needs of industry.

Training Packages provide a comprehensive set of products (resources) based on workplace competency standards. A Package has two sets of components as follows.

National endorsed component, endorsed by the National Training Framework Committee and all State and Territory Ministers and the Commonwealth:

- Competency standards
- Assessment guidelines
- National qualifications aligned to the Australian Qualifications Framework.

Non-endorsed components, which are optional resources to support the endorsed components:

- Learning strategies
- Assessment materials
- Professional development resources.

The following is the food processing industry's broad response to national Training Packages.

Figure 1.2 Endorsed components

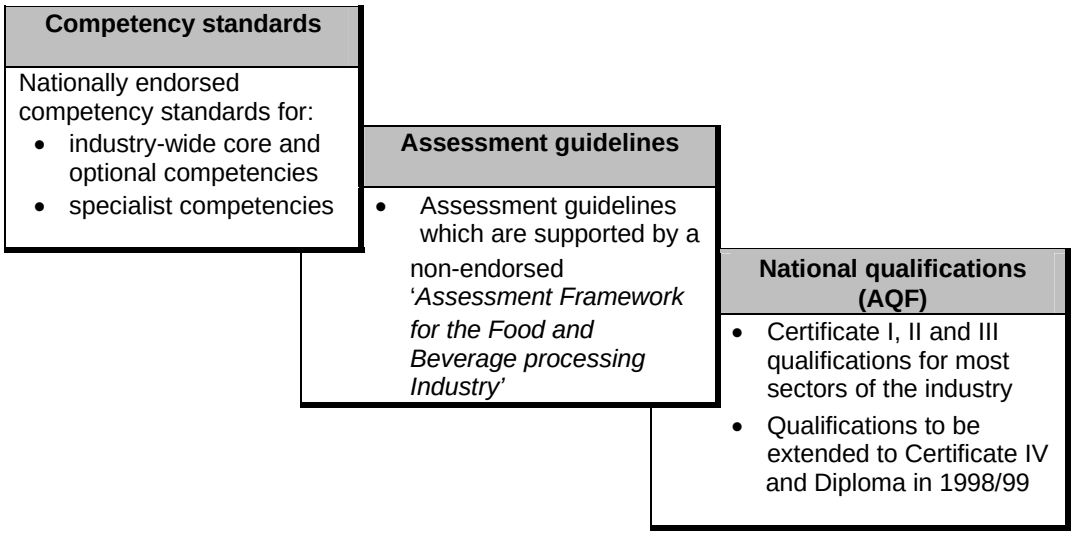

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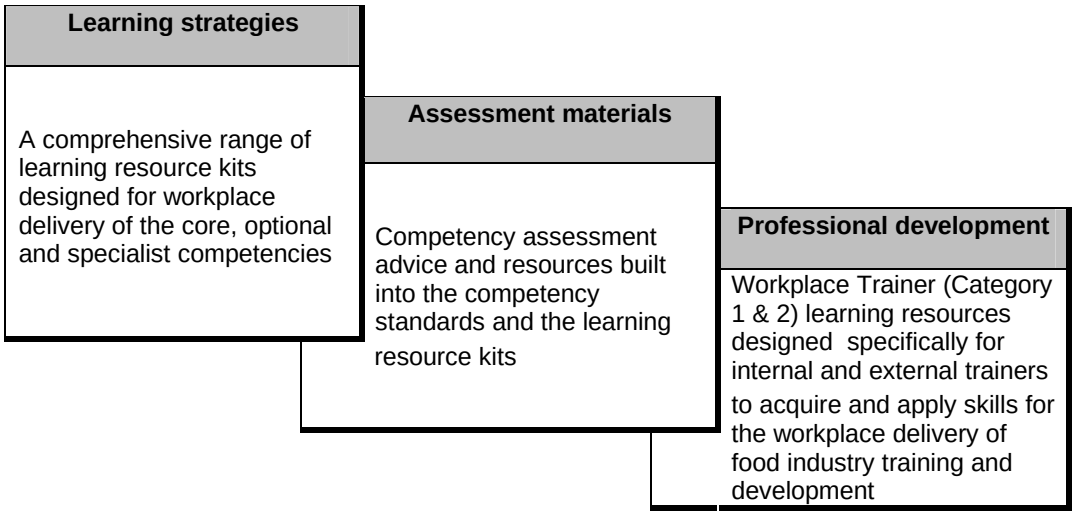
Figure 1.3 Non-endorsed components



Competency standards are the foundation of the Training Package. They describe the standard of performance required for competence in a particular workplace function, and the underpinning knowledge and skills.

1.2.1 The competency standards

The competency standards contain the following information.

Units of competency

A unit is a defined area of competency that covers the requirement:

- to perform individual tasks
- to manage a number of different tasks within the job
- to respond to irregularities and breakdown in routine
- to deal with the responsibilities and expectations of the work environment, including working with others.

Elements of competency

The elements of a unit of competency are the key parts that make up the unit. They describe the segments or clusters of activity.

Performance criteria

The performance criteria describe the required level of performance in terms of workplace outcomes. They are assessable and collectively confirm that a person is competent in a given unit. The performance criteria and evidence guide provide the basis for competency assessment.

Evidence guide

The evidence guide specifies the knowledge and skills required to confirm competency. It relates to the unit of competency as a whole and should be read in conjunction with the range of variables. The guide is presented in two parts:

- **Part A** - the 'demonstrated ability to' and 'underpinning knowledge' sections contain information to assist the design of assessment instruments to confirm the appropriate depth and breadth of knowledge and skills to achieve competence in the whole unit. Given different work organisation and practices some enterprises will have additional

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competency requirements associated with a unit. To accommodate these arrangements sub headings of ' May include the ability to' and 'May include' items appear in the evidence guide. Where these are a requirement they should be co-assessed. The relevant related units are listed in the Relationship to other units of competency section.

- **Part B** - the 'assessment guide' and 'assessment context' sections provide advice to the assessor and assessee to plan and conduct assessment in a real workplace or simulated environment. The assessment context outlines specific conditions or requirements of the assessment environment. It reinforces the requirement to assess competence in food processing workplaces, or in closely simulated environments. The items listed in the assessment context may need to be customised to suit the requirements of a particular workplace.

Range of variables

The range of variables provides additional information to interpret the scope and context of a unit of competency. The range of variables relates to the unit of competency as a whole. It provides the assessor, assessee and trainer with a contextual statement to assist the interpretation of the unit and the design of related learning and assessment strategies.

The range of variables should be read in conjunction with the elements, performance criteria and the evidence guide. It has been developed as an industry-wide statement and may need to be customised to suit the language and context of a particular workplace while retaining the intent of the statement.

Key competencies

These are general competencies that underpin the performance of work. They should be taken into account when planning and conducting assessment. The assessment of the key competencies should be integrated into the assessment instrument(s) for the particular unit/s being assessed. The key competencies are:

- Collect, analyse and organise information
- Communicate ideas and information
- Plan and organise activities
- Work with others and in teams
- Use mathematical ideas and techniques
- Solve problems
- Use technology

The level descriptors for the key competencies are summarised in the following table. The performance levels for the key competencies are shown in a table at the commencement of the each qualification level (see Section 4).

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Table 1.1 Key competency descriptors

Level 1	Level 2	Level 3
• Carries out established processes • Makes judgements of quality using given criteria	• Manages processes • Selects the criteria for the evaluation process	• Establishes principles and processes • Evaluates and reshapes processes • Establishes criteria for the evaluation of processes

Additional information

The competency standards documentation in the food processing industry also contains information to strengthen the link between units of competency and to strengthen the link to industry-wide learning resources.

- **Relationship to other units of competency**
  Pre-requisites and co-requisites are identified. Advice is also included on related units which may be relevant, depending on work organisation and job design in a particular workplace. Where co-requisites and related units are required to support competence in a particular workplace, units should be co-assessed. Related units are for the purpose of advice only and their use depends on the work organisation and practices. See page 34 for further advice about pre-requisites.

- **Relationship to learning resources**
  Learning resources specifically designed to support the core, specialist and selected optional units commonly used by the food processing industry are indicated. These learning resources are available from:

Australian Training Products
GPO Box 5347BB
Melbourne 3001
Tel (03) 9630 9836
Fax (03) 9639 4684
Email www.atpl.net.au

National Food Industry Training Council
PO Box 25 Roma Street
Brisbane 4003
Tel (07) 3236 1919
Fax (07) 3236 1999
Email nfitc@gil.com.au

Enterprise based learning resources should also be accessed where appropriate.

1.2.2 The assessment guidelines

The assessment guidelines outline the principles and processes for designing, planning and conducting assessment to support valid, reliable, fair, sufficient, authentic and flexible assessment of competence. (See section 2 for more detail.)

1.2.3 The qualifications

Nationally recognised qualifications have been created at two levels and align to Certificate 4 and Diploma levels of the Australian Qualifications Framework. (See Section 3 for more detail.)

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1.3 What was the consultation process used to develop this Training Package?

The Food Processing Industry Training Package has been developed through a consultation process, operating on three levels:

- the National Food Industry Training Council
- expert panel
- industry-wide consultation

The National Food Industry Training Council

The NFITC has played a pivotal role. The Council established the policy framework for the development and packaging of the standards to form national qualifications aligned to the Australian Qualification Framework. It has carried out a steering committee function in overseeing the development of the standards and in approving the final product. The membership of the NFITC is included in Appendix A.

Expert panel

The flour milling sector has an expert panel drawn from selected enterprises, employer associations and unions. The panel was used as the initial point of reference, as a source of on-going advice and as the group which endorsed the draft documentation prior to industry-wide consultation. Membership of the expert panel is included in Appendix B.

Industry-wide consultation

The NFITC invited feedback to the draft documentation from all interested parties in the flour milling sector. This feedback was used to make the necessary modifications to the draft prior to its completion as a final document. Major issues were referred to the expert panel for advice.

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SECTION 2

Assessment Guidelines

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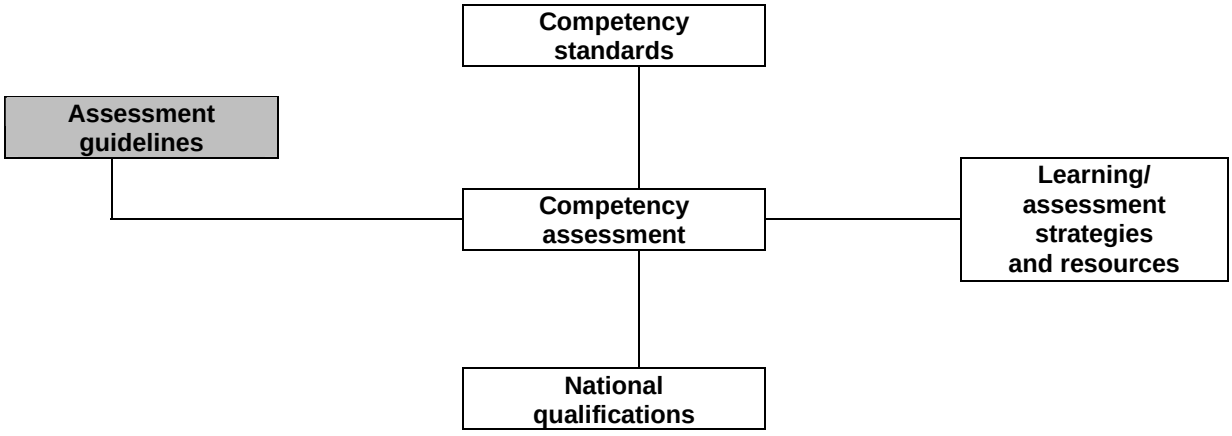
2.1 Where do these assessment guidelines fit into the NFITC Training Package framework?

Figure 2.1 Assessment guidelines as part of the framework



These assessment guidelines may be used in conjunction with the *Assessment Framework for the Food and Beverage Processing Industry, National Food Industry Training Council, June 1995.*

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2.2 Assessment system overview

The food processing industry's training reform is a key initiative in improving company and national competitiveness, productivity and profitability in the domestic and international marketplace. An important element in the training reform program is the development and implementation of Training Packages.

Why develop assessment guidelines?

The purpose of these assessment guidelines is to provide mechanisms and processes which support valid, reliable, fair, sufficient, authentic and flexible assessment of workplace competence.

Who should use these guidelines?

The main users of these guidelines will be:

- food processing industry workplaces
- food processing industry organisations
- Registered Training Organisations (RTOs) providing training and/or assessment services within the food processing industry
- other groups/individuals with an interest in competency, learning and assessment in the food processing industry.

What qualifications are issued to recognise competency?

The outcomes of assessment are reported directly in terms of:

- qualifications under the Australian Qualifications Framework (AQF), and/or
- statements of attainment for units of competency completed within the food processing industry's competency standards.

Who may issue national qualifications arising from the assessment of competence?

National qualifications may only be issued by Registered Training Organisations; that is, organisations registered by a State/Territory Training Authority. Without limiting those who may seek registration, RTOs approved to grant food processing industry qualifications will most likely be:

- food processing industry enterprises
- food processing industry organisations
- organisations which provide vocational education and training services to the food processing industry.

The RTO is responsible for the integrity of the qualification, maintaining assessment records and issuing the qualification/statement of attainment.

Assessment for national recognition purposes may be either undertaken by, or auspiced[1] through, a RTO. Auspicing provides the opportunity for a RTO to develop partnerships with non-registered organisations in order to engage in joint arrangements for the planning and conduct of assessment. Examples of such partnerships may be:

- between an external training provider (for example, a TAFE Institute) and a food processing industry workplace

[1] Auspicing is a process whereby a Registered Training Organisation authorises assessment carried out by individuals or organisations that do not have registration.

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- between a food processing industry organisation registered to provide assessment services (for example, a state industry training group) and a food processing industry workplace.

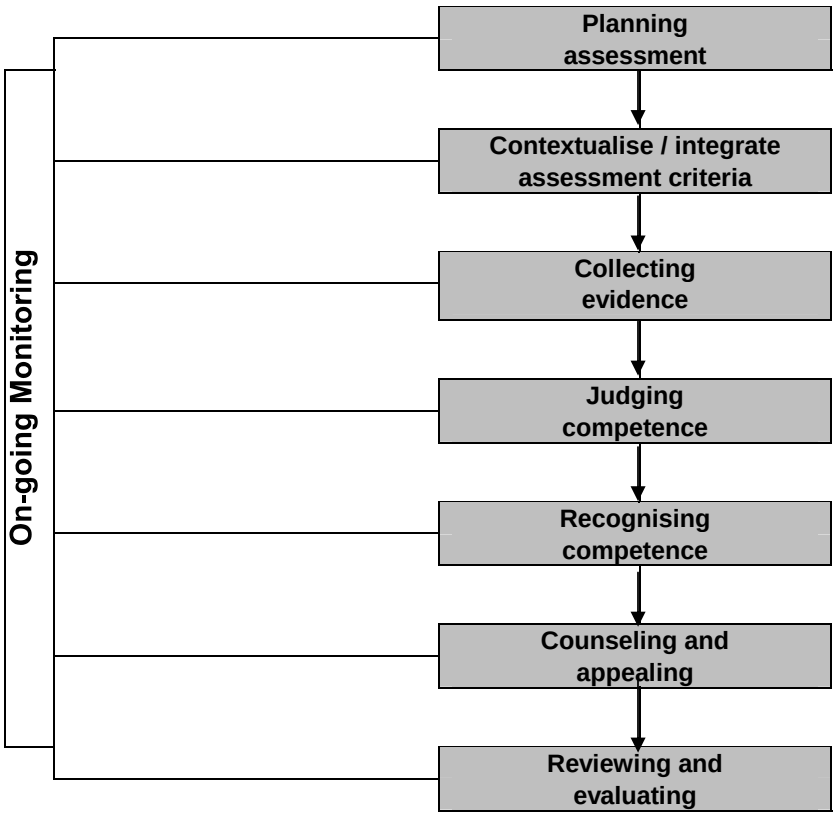
Who will monitor the new system?

A key feature of the Training Package arrangements will be the external auditing process. Audit processes for RTOs will be managed by State and Territory Training Authorities in association with relevant food processing industry representation.

What are the stages in the food processing industry's assessment process?

The food processing industry has agreed to a seven stage assessment process. A detailed description of each stage is contained in the *Assessment Framework for the Food and Beverage Processing Industry.*

Figure 2.2 Stages in the assessment process



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2.3 Assessment principles

The food processing industry's assessment principles provide the foundation for planning and conducting appropriate processes to assess and recognise an individual's competence.

What are the principles upon which food processing industry assessment is based?

The principles are as follows.

- The food processing industry assessment guidelines must meet the requirements of the *1996 Ministerial Council (MINCO) Guidelines for Assessment.*
- Competency standards are the benchmarks for assessment. Assessment in the food processing industry is against the competency standards approved by the National Food Industry Training Council[2] and endorsed by the National Training Framework Committee of the Australian National Training Authority.
- Recognition of competence through assessment is integral to individual career development and the overall productivity of the food processing industry workforce.
- Competency comprises the following aspects:
  - task skills (performance of individual tasks)
  - task management skills (managing a number of different tasks within the job)
  - contingency management skills (responding to problems, breakdowns and changes in routine)
  - job/role environment skills (dealing with the responsibilities and expectations of the workplace).
- Assessment is an integral component of learning.
- Assessment must be valid, reliable, fair, sufficient, authentic and flexible.
  - To be valid, the assessment has to assess what it claims to assess. The assessment needs to be directly and clearly related to the competency standards.
  - To be reliable, the assessment methods and procedures must ensure that they produce consistent outcomes regardless of the assessor, the time and comparable context.
  - To be fair**,** the assessment must open (transparent), free from bias, supportive and accessible.
  - To be sufficient, the amount of evidence must be enough to enable an acceptable judgement as to whether the assessee is competent.
  - To be authentic, the evidence presented in the assessment process must represent the assessee's own performance.
  - To be flexible, assessment should be able to take place in a variety of workplace contexts, providing the assessee has the opportunity to demonstrate competency in

[2] See the *Food Processing Industry Competency Standards.*

terms of the competency standards. It should allow for diversity regarding how, where and when competencies have been acquired.

- The assessor and assessee should be jointly involved in the planning and implementing the competency assessment processes. This involves:
  - assessing the actual performance of the unit of competency over time and events under normal workplace conditions, having due regard for validity, reliability, fairness, sufficiency and flexibility
  - structuring the assessment on whole of work activities ensuring the confirmation that the assessee can achieve the workplace outcomes described in the performance criteria, including demonstration of the underpinning knowledge and skills contained in the evidence guide
  - using actual items of materials, equipment and accessories described in the range of variables and the assessment context
  - using procedures and documentation which are normally used in the workplace. Particular attention should be given to compliance with statutory occupational health and safety, hygiene, food safety and environmental requirements relevant to the food processing industry
  - assessing communication competency at no higher level than that described in the core competencies for the particular qualification level
  - using assessment to reinforce the integration of the key competencies and the food industry's core competencies for the particular qualification level.

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2.4 Assessment options and pathways

The food processing industry endorses flexible assessment options and pathways to promote a suitable range of opportunities for an individual to demonstrate competence.

What are the available options for assessment in the food processing industry?

There are many different ways in which food processing industry workers can undertake assessment. Employers and employees (assessees) in association with assessors are able to choose the assessment options which best meet their requirements.

Assessment may occur in a range of environments:

- on-the-job
- off-the-job
- in a combination of both.

Formative (progressive) assessment is an on-going process through a period of competency development. Its purpose is to provide continual/regular feedback on the rate and direction of progress towards the achievement of competence. Formative assessment may occur through formal (structured) or informal situations which can be either on-the-job, off-the-job or a combination of environments.

Summative assessment refers to the final assessment of competence by, or under the auspices of, a qualified assessor. It must occur in a real or simulated workplace which is familiar to the assessee and which provides the assessee with the opportunity to demonstrate workplace competence.

What are the assessment pathways?

The issue of recognised qualifications within the food processing industry is based on successful completion of a package of competency standards. In summary the pathways to gaining a recognition of competence are via:

- producing evidence of previous work experience to confirm current competence, and/or
- undertaking workplace assessment, supported by a learning program if required, and/or
- undertaking a learning program leading to workplace assessment

Qualifications and statements of attainment are issued on the basis of a person's competence, assessed under real or simulated conditions. An entire qualification may be obtained via any single pathway or a combination of pathways.

The following illustrates the main assessment pathways to reach a food processing industry qualification.[3]

[3] All of the assessment programs offer Recognition of Current Competency (RCC) as an assessment option. The learning program includes the opportunity for Recognition of Prior Learning (RPL).

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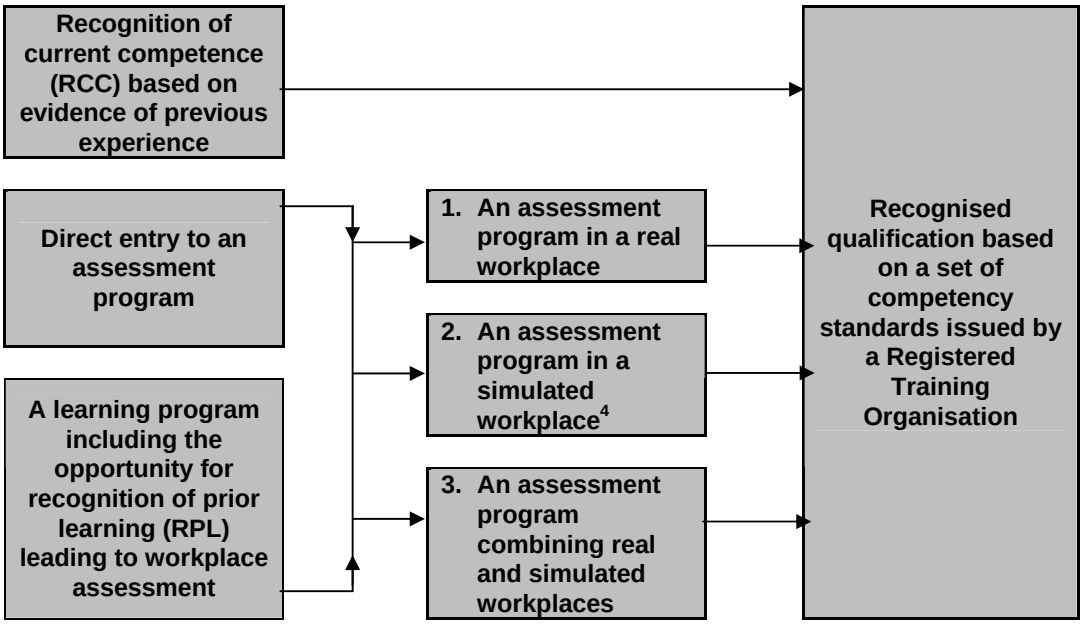
Figure 2.3 Assessment pathways



If an assessee has continuing difficulty in achieving competence in a particular unit of competency, it may indicate the need to give attention to the development of the key competencies required to attain that unit of competency.[5]

[4] The simulated environment must provide the assessee with the opportunity to demonstrate competence in terms of the documentation in the unit of competency.

[5] The relationship between the key competencies and the food processing industry competency standards is indicated at the commencement of each qualification level.

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2.5 Assessor qualifications

Assessments of competencies in the Training Package will be carried out in accordance the endorsed guidelines listed below. The guidelines include the necessary qualifications for those conducting assessments and provide for situations where more than one person may contribute to the assessment and where the required technical and assessment competencies may not all be held by any one person.

What requirements need to be met in order to become a qualified assessor in the food processing industry area?

Assessment in the food processing industry should be carried out by one or more individuals who:

- are qualified in the following units of competency from the National Assessors' and Workplace Trainers' *Competency Standards for Assessment*
  - 'Conduct assessment in accordance with an established assessment procedure' and
  - 'Plan and review assessment'
- are competent in the food processing industry competency standards at least at the level of competency being assessed
- know current workplace roles and practices against which the performance is being assessed
- have appropriate interpersonal skills required to plan and implement undertake the assessment process.

When is it necessary to use qualified assessors?

Assessment for national recognition purposes (qualification) must be undertaken by, or auspiced through, a RTO. It is the RTO's responsibility to ensure that appropriate assessment arrangements are established and implemented, within the food processing industry's policies and guidelines.

The requirement to use qualified assessors may be met through the use of any of the following options:

- an **assessor** who is competent against the assessor competency standards and the relevant industry competencies
- an **assessor** who is competent against the assessment competency standards and who has **ready access to another person** who is competent in, and can advise the assessor on, the relevant competencies at least to the level being assessed
- a **workplace supervisor** with the relevant vocational competencies at least to the level being assessed, who utilises industry endorsed assessment procedures in partnership with an RTO's assessor who is competent against the assessor standards
- an **assessment group/panel** which has the appropriate mix of competencies to plan and conduct assessment and which shares the assessment responsibility.

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2.6 Assessment resources

The National Food Industry Training Council has developed and identified a number of resources that are suitable for use in formative and summative assessment.

What criteria must be met when designing food processing industry assessment resources?

- The national food processing industry competency standards are the benchmark for assessment resources.
- The design of assessment resources needs to ensure that all aspects of competence are covered:
  - task skills (performance of individual tasks)
  - task management skills (managing a number of different tasks within the job)
  - contingency management skills (responding to problems, breakdowns and changes in routine)
  - job/role environment skills (dealing with the responsibilities and expectations of the workplace).
- Assessment resources must address the performance criteria specified in the *Competency Standards for Assessment (September, 1995).*
- Evidence-gathering methods must be gender and culturally inclusive and take into account the language, literacy and numeracy skills of both assessee and assessor.

What support does the national food processing industry provide to assist the assessor design assessment resources?

The NFITC provides two sources of information to assist the assessor. These are:

- assessment information in the competency standards
- a guide for assessors in learning resource materials which are linked to the competency standards.

What resources are available for the assessment process?

The resources listed below will be added to by the NFITC as required.

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Table 2.1 Resources available for the assessment process

- National Food Processing Competency Standards[6]
- Assessment Framework for the Food and Beverage Processing Industry, National Food Industry Training Council, June 1995
- Food Processing Communication Strategies and Resources

The above publications are available from:
National Food Industry Training Council,
PO Box 25, Roma Street, Brisbane, 4003.
Tel: (07) 3236 1919 Fax: (07) 3236 1999 Email: nfitc@gil.com.au

- User's Guide for the Certificates in Food Processing
- User's Guide for the Certificates in Pharmaceutical Manufacturing
- Food Processing Industry Learning Resource Kits
- Food Processing Industry Competency Record and Workbooks

The above publications are available from:
Australian Training Products,
GPO Box 5347BB, Melbourne, Victoria, 3001.
Tel: (03) 9630 9836 Fax: (03) 9639 4684

National Food Industry Training Council,
PO Box 25, Roma Street, Brisbane, 4003.
Tel: (07) 3236 1919 Fax: (07) 3236 1999 Email: nfitc@gil.com.au

- Competency Standards for Assessment, September 1995[7],
- Guide to the Competency Standards for Assessment

The above publications are available from:
National Assessors and Workplace Trainers' Body,
PO Box 2164, Clovelly, NSW, 2031.
Tel: (02) 9664 2305 Fax: (02) 9665 0549

- Workplace Trainer Category 1 & 2 Learning Resources
- Conducting an Assessment Training Program

The above publications are available from:
Australian Training Products,
GPO Box 5347BB, Melbourne, Victoria, 3001.
Tel: (03) 9630 9836 Fax: (03) 9639 4684

[6] Also available through the National Training Information Service on the Internet.
[7] Also available through the National Training Information Service on the Internet.

2.7 Conducting assessments

The assessor and assessee need to mutually implement agreed processes that will result in a valid, reliable, fair, flexible, sufficient, and authentic assessment of workplace competence.

What should be kept in mind when conducting assessment?

- Assessments conducted in the food processing industry area, must meet the assessor competency standards 'Conduct assessment in accordance with an established assessment procedure', and 'Plan and review assessment'.
- Identify which of the national food processing industry competency standards is/are being assessed. Where appropriate, become familiar with the enterprise's customised standards.
- The assessment process should be negotiated by the assessor and assessee so that both parties have confidence in the process and its outcomes.
- Self-assessment by the assessee should be integrated into the assessment process wherever possible.
- Evidence-gathering methods must be appropriate to the context, the assessor and the assessee.
- Assessment should be over time and a range of events to ensure that the assessee can consistently demonstrate authentic performance.
- The methods used to collect evidence must meet the principles of validity, equity, authenticity and sufficiency.[8]
- Following the assessment process, assessment outcomes need to be recorded and feedback provided in terms of performance against the competency standards.[9]

What should also be considered when conducting summative assessment in the real or simulated workplace?

- The simulated environment must be as close to the workplace context as possible, so that the assessment is a valid, reliable and fair indication of competence in the real workplace
- All employees directly or indirectly involved in the process should be briefed on the factors that will impact on them, eg. duration, changes in work routine.
- Ensure that assessment is as compatible as possible with the normal pattern of work and causes minimal disruption.
- If the process involves assessees being away from their work station for a period of time, then arrangements should be made with their immediate supervisor to cover their duties for that period of time.

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[8] For further information refer to page 6 of the *Competency Standards for Assessment and Workplace Trainers.*

[9] For further information refer to page 28 of the *Competency Standards for Assessment.*

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- Resources for summative assessment are included in the guide to assessors section of the learning resource kits (the non-endorsed component of the Training Package).

What should also be considered if formative assessment is used in addition to summative assessment?

- Ensure that all of the performance criteria of the unit of competency are assessed.

- Resources for formative assessment are included in the learning activities of the learning resource kits (the non-endorsed component of the Training Package).

What are common methods for gathering evidence of competence?

The following is a list of common methods for gathering evidence. It by no means exhaustive. It is generally advisable that at least **two** methods be used to ensure reliability.[10]

- Workplace performance
- Simulation
- Role-play
- Questioning (oral or written)
- Visual presentation
- Work-based assignment/project
- Skills folio, demonstrating prior experience
- Third party reports

[10] For further information regarding methods of gathering evidence refer to *Workplace Trainer Category 2 Learning Resources* (for the Food Processing Industry) and/or *Conducting an Assessment Training Program.*

2.8 Recognising competence

The national food processing competency standards provide the benchmark on which an Individual can gain recognition for their workplace competence, including the underpinning knowledge, skills and key competencies.

How are assessment outcomes to be recorded?

Assessment outcomes must be reported and recorded in terms of the national food processing industry competency standards. That is:

- qualifications may be issued if the assessee achieves the required group of units of competency detailed in the Training Package
- statements of attainment may be issued for units of competency completed by the assessee.

Qualifications will be in the form of certificates/diplomas issued by a RTO. A statement of attainment listing the individual units of competency and, where appropriate, specialist applications will be issued by the RTO.

Qualifications and statements of attainment issued by a RTO must comply with the requirements of the Australian Recognition Framework and the specific qualification requirements of the Training Package.

Qualifications in food processing will be recorded as follows:

Certificate I in Food Processing (*Name of sector)*[11]
Certificate II in Food Processing *(Name of sector)*[11]
Certificate III in Food Processing *(Name of sector)*[11]
Certificate IV in Food Processing *(Name of sector)*
Diploma of Food Processing *(Name of sector)*

Qualifications in plant baking will be recorded as follows:

Certificate I in Food Processing (Plant Baking)[11]
Certificate II in Food Processing (Plant Baking)[11]
Certificate III in Food Processing (Plant Baking)[11]
Certificate IV in Food Processing (Plant Baking) [11]
Diploma of Food Processing (Plant Baking) [11]

Qualifications in pharmaceutical manufacturing will be recorded as follows:

Certificate I in Pharmaceutical Manufacturing[11]
Certificate II in Pharmaceutical Manufacturing[11]
Certificate III in Pharmaceutical Manufacturing[11]
Certificate IV in Pharmaceutical Manufacturing[11]
Diploma of Pharmaceutical Manufacturing[11]

[11] These qualifications are not part of this lodgment

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Responsibility for recording, storing and accessing assessment outcomes rests with the RTO that issues the qualification under the Australian Qualifications Framework.

In cases where competency has been assessed/verified by more than one RTO, it is the responsibility of the final RTO to issue the qualification under the Australian Qualifications Framework. If there is doubt as to which RTO should issue the qualification, the organisations involved should make a mutual decision as to which organisation issues the qualification.

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2.9 Appeal and reassessment

An appeals and reassessment process is an integral part of all assessment pathways leading to a qualification and/or statement of attainment under the Australian Qualifications Framework.

What process is available for assessees who wish to dispute the assessment outcome?

It is recommended that when the RTO establishes appeals and reassessment processes they must work closely with the workplace and the relevant industrial parties. That is, food processing industry employers and unions at either enterprise or industry-wide level.

The appeals and reassessment process should be agreed to by the participating parties prior to assessment taking place. It should be included as part of the explanation of the overall assessment arrangements.

Parties involved in the assessment have the right, under the appeals and reassessment process, to request reassessment at a later time if reasonable grounds are demonstrated for challenging the original outcome.

The focus of the appeals process should be to provide a constructive mechanism to resolve a disputed assessment and to inform follow-up action to support the assessee's achievement of competence. Any associated support services should provide the assessee with the opportunity to achieve learning/workplace competence and to enable the assessee to be a valued contributor in the workplace.

In the event of a person continuing to be assessed as 'not yet competent', appropriate counseling should be provided to ensure that the assessee has the relevant support to make decisions about their future options and opportunities.

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2.10 Audit and review

Audit and review mechanisms should be established by collaborative processes initiated by the Registered Training Organisation in conjunction with the food processing industry.

Should there be a continuous review process?

RTOs should establish formal review/evaluation processes of their assessment arrangements in collaboration with the food processing industry. The review processes should be developed within a continuous improvement model and ensure that appropriate criteria is established, relevant evidence is gathered and analysed, and appropriate action is taken to improve the assessment planning and implementation processes

In addition to formal processes, the RTO should encourage and act on informal feedback from the food processing industry.

What external monitoring should there be?

External audit is a key feature of the National Training Framework. External audits are seen as important quality assurance activities to improve and further develop the assessment processes and outcomes.

Audit processes will be initiated and managed by the State Training Authorities with the involvement of the food processing industry.

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2.11 Glossary – assessment guidelines

Appeals process	The process whereby the assessee or other interested party, such as the employer, may dispute the outcome of an assessment and seek reassessment.
Assessee	Person to be assessed.
Assessment	The process of collecting evidence and making judgements on whether competency has been achieved.
Assessment centre	A nationally registered training organisation which provides skills recognition services (assessment only).
Assessment process	A process designed to ensure that assessment decisions made in relation to an individual's competence are consistent, fair and valid.
Auspicing	A process whereby a Registered Training Organisation authorises assessment carried out by industry or individual enterprises.
Customisation	The process of adding enterprise-specific information to the endorsed national standards so that the standards reflect the work of a particular workplace, whilst maintaining the integrity of the standard.
Evidence	The set of information which, when matched against the relevant criteria, provides proof of the assessee's competency. Evidence can take many forms and be gathered from a number of sources.
Integrated assessment	An approach to assessment that covers multiple elements and/or units from relevant competency standards. The integrated approach attempts to combine knowledge, understanding, problem solving, technical skills, attitudes and ethics into assessment tasks.
National Training Framework Committee (NTFC)	The national body responsible for endorsing Training Packages.
Reassessment	An assessment activity initiated as a result of an appeal against the outcome of a previous assessment.
Records of assessment	The information that is retained by the organisation that is responsible for issuing the nationally recognised statement of attainment or qualification of the assessment outcomes.

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Reporting of assessment outcomes	The way in which the outcomes of assessment processes are reported to assessees, employers and other relevant groups.
Review of assessment process	Planned and systematic analysis of the assessment system.
Registered Training Organisation (RTO)	A nationally registered training organisation that is also registered with a State/Territory Training Authority. Typically including TAFE institutes, private providers, RPL and assessment agencies, group training companies, industry organisations, and enterprises. RTOs may be registered for a range of training products and services including: • provision of training and assessment • provision of skills recognition services (assessment only) • accreditation of programs and courses not included in Training Packages.

SECTION 3

Qualifications

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3.1 What is the structure of the certificates?

3.1.1 Principles for packaging units of competency

The NFITC has established the following principles for packaging units of competency into qualifications in the food processing industry

- Packaging supports existing classifications within industrial agreements.
- Packaging facilitates industrial parties to develop and implement future industrial agreements
- Packaging provides maximum flexibility/choice in job design in the workplace
- Packaging maintains the integrity of the food processing industry's national certificate and diploma qualifications.

Consistent with these principles, the units of competency have been grouped according to the level and complexity of skill and knowledge requirements and aligned to the appropriate level within the Australian Qualifications Framework (AQF). The AQF is a national skills framework. The following level descriptors have guided the alignment of units of competencies to AQF levels.

3.1.2 AQF level descriptors

At AQF 5 a worker would typically be engaged in a workplace context in which they:

- are responsible for overseeing work processes, systems or sections
- contribute to the design of workplace systems and procedures
- work with broad guidance
- work autonomously within established processes and systems
- guide/mentor and facilitate the work of others
- plan and manage the work of others
- work in varied contexts, both familiar and unfamiliar
- work within established procedures and systems
- exercise some planning discretion
- exercise independent judgement.

At AQF 4 a worker would typically be engaged in a workplace context in which they:

- are responsible for overseeing work processes, systems and sections
- work under general guidance
- work in varied contexts
- work autonomously within established procedures and systems
- guide/mentor and facilitate the work of others
- exercise some operational discretion
- exercise some planning discretion.

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3.1.3 Qualification arrangements

Recognition
The two central components of recognition are the qualification and statement of attainment.

- The qualification indicates the level of competence attained as defined by the AQF descriptor and standards at a given level.

- The statement of attainment indicates the breadth and depth of competence by showing the specific units completed, including an endorsement of the specific food process to which the unit has been applied. For example, a person in the flour milling sector who has completed the unit 'Co-ordinate a mix plant system' in Certificate 4 would have the following listed on their statement of attainment 'Co-ordinate a mix plant system (Flour Milling)'.

  A statement of attainment may be issued:
  - when a person has completed a certificate
  - if a person chooses to exit before completing the requirements for a certificate
  - for one or more completed units of competency.

Qualification structure
A qualification can be attained at AQF levels 1–5, provided a person has achieved competence in the type and number of units specified by each sector as a minimum requirement for a given level. The qualification:
- may include a maximum of one unit from a lower AQF level
- may include any number of units from a higher AQF level
- may include as an optional unit one enterprise-specific unit instead of an industry-wide unit at each AQF level, provided that the unit has been endorsed by the NTFC or has been granted equivalence by the NFITC
- can only count a unit once in the AQF certificate structure
- may include as optional units nationally endorsed units from other industries

Recognition of current competence
A person may gain all or part of a qualification by way of recognition of current competence (RCC). In claiming RCC the assessee is required to present suitable, sufficient and authentic evidence of prior experience relevant to the assessment criteria. Refer to 2.4 Assessment options and pathways.

Communication strategies
The qualifications are supported by communication strategies and resources designed to assist the learner. These are available from the NFITC.

Core, optional and specialist units
The units of competency have been classified into core, optional and specialist groups. This structure takes into account the acquisition and application of industry-wide, sector and enterprise knowledge and skills. It enables units to be packaged into a qualification structure that produces competency profiles acceptable to all sectors of the food industry.

- **Core units**. These are competencies that are compulsory for all sectors of the food processing industry. At AQF 4 and 5 core units have been taken directly from the Frontline Management Initiative set of units. They have been contextualised to meet the requirements of the Food Processing Industry and are equivalent to the FMI units.

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- **Optional units**. These are competencies that support the production and/or packaging process or competencies. They typically apply to more than one sector. **Enterprise-specific units** may be developed by the enterprise and included as optional units. This may occur where there is no suitable equivalent in the national competency standards that can be used or customised to the enterprise's requirements. An enterprise may develop any number of these units. However, for the purposes of achieving a qualification at a given AQF level, only one enterprise-specific unit may be counted as an optional unit.

- **Specialist units**. These are competencies that are directly associated with the production and/or packaging of product. They may be applicable either to one sector only or to more than one sector.

Use of optional standards

In some cases, optional standards have been drawn from other industry sectors and customised for the food processing industry. Where this is the case, the most recent endorsed standard has been used. The relevant training body responsible for the development of a standard is indicated in the unit descriptor. Workplaces should contact these training bodies for further information.

Workplaces may also draw on units which have been nationally endorsed by other industries but which have not been incorporated into the food processing industry optional standards at this stage. These units may be included as optional units in the qualifications structure under the same conditions as the existing optional standards.

Optional standards have been included to support the food processing production and packaging functions. Where a worker is not predominantly working in production or packaging, they should refer to relevant competency standards relating to the main function they perform.

Customisation

There are two main ways in which food processing enterprises and RTOs may take the opportunity to customise the food processing certificates.

- To use workplace examples and applications to contextualise the range of variables and evidence guide to the particular enterprise. This enables the enterprise to use workplace information which is familiar to the assessee while, at the same time, achieving the industry-wide outcomes described in the performance criteria.

- To include approved enterprise-specific units as optional units in the certificate structure.

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3.2 How are units packaged for each Qualification level?

Qualification structure

The qualifications in food processing included in this Training Package are for AQF qualification levels 4 and 5. The structure is as follows and relates at this stage only to the Flour Milling Sector.

Table 3.1 Qualifications in Food Processing

AQF level	Qualification	Code
5	Diploma in Food Processing	FDF50198
4	CertificateIV in Food Processing	FDF40198

A person who satisfies the qualifications requirements for a particular food processing sector will have their certificate endorsed accordingly. For example, a person who completes the requirements of the flour milling sector at AQF 5 will receive a Diploma in Food Processing (Flour Milling).

Entry to qualifications

Each AQF level has a qualification in its own right. A person may enter directly into any level. Each level addresses the occupational requirements within the context of the AQF descriptors described in 3.1.2, page 31.

Pre-requisites and co-requisites

The food processing industry supports the approach that each level builds on the knowledge and skills of the previous level. This means that individual units at a given level may have pre-requisites from a lower level, or equivalent. Where a pre-requisite (or equivalent) is specified then the requirement must be met prior to assessment in the unit in the given level which they are undertaking. Pre-requisites and co-requisites can be achieved by recognition of current competence or through a learning program to bridge any gaps in competency. Further advice on the specific pre-requisite and co-requisite requirements of each unit is provided in the competency standards in Section 4.

Packaging units

The units of competency are packaged to a qualification level according to the needs of the industry and in the context of industrial arrangements and agreements. The main criterion has been to match groups of units to the AQF descriptors, work levels, career paths and typical competency profiles within each work level.

The food processing industry has decided to package units of competency within the following structure.

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Table 3.2 Approved package of units for each certificate level (Food Processing)

AQF level	APPROVED PACKAGE OF UNITS OF COMPETENCY		
	Core units	Specialist and optional units	No. of units required at each level
5	9	3 units, providing at least 1 unit is from the specialist group	12
4	7	5 units, providing at least 1 unit is from the specialist group	12

Note:

- The core units are compulsory
- The selection of specialist and optional units, including enterprise-specific, will vary according to the particular requirements of the enterprise and the individual worker, taking into account work requirements, industrial agreements and career paths
- For qualification purposes a maximum of one enterprise specific unit may be included as an optional unit. Enterprise-specific units must be approved by the NFITC.

The following table presents the core, optional and specialist standards for certificates in food processing. The food processing sector included in this structure is flour milling.

A scoping project will determine what the requirements of the remaining food sectors are and additional units will be added at a later date. The packaging arrangements may vary between the sectors.

Table 3.3 Core, optional and specialist standards aligned to the AQF structure

Function/Activity	Qualification	
	Certificate IV	**Diploma**
	Total of 12 units	Total of 12 units
CORE	**All**	**All**
Leading by example	Manage personal work priorities and professional development *	Manage personal work priorities and professional development * Provide leadership in the workplace*
Leading, coaching, facilitating, empowering others	Establish and mange effective workplace relationships *	Establish and mange effective workplace relationships * Participate in, lead and facilitate teams *
Creating best practice	Manage operations to achieve planned outcomes * Manage workplace information * Manage quality customer service * Maintain workplace systems	Manage operations to achieve planned outcomes * Manage workplace information * Manage quality customer service * Design workplace systems
Creating an innovative culture	Contribute to the development of a workplace learning environment *	Contribute to the development of a workplace learning environment *
OPTIONAL	As required to gain a total of 12 units at Certificate 4	As required to gain a total of 12 units at Diploma
	Implement and monitor continuous improvement systems and processes * Facilitate and capitalise on change and innovation * Provide leadership in the workplace * Participate in, lead and facilitate teams * Plan and co-ordinate a routine preventative maintenance program Participate in a HACCP team Plan Assessment BSZ401A ** Conduct Assessment BSZ402A ** Review Assessment BSZ403A **	Implement and monitor continuous improvement systems and processes * Facilitate and capitalise on change and innovation * Manage service agreements and contracts Contribute to the development of the food enterprise Manage financial planning and performance to achieve business plans Design and establish the assessment system BSZ503A ** Manage the training and assessment system BSZ504A **

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OPTIONAL (continued)		
	Plan and promote a training program BSZ405A ** Deliver Training Sessions BSZ407A ** Review Training BSZ408A ** *One enterprise-specific unit of competency approved by the NFITC may be included as an optional unit*	Evaluate the training and assessment system BSZ505A ** Develop assessment tools BSZ507A ** *One enterprise-specific unit of competency approved by the NFITC may be included as an optional unit*
SPECIALIST	**At least 1 unit**	**At least 1 unit**
Flour Milling	Co-ordinate a flour milling production system Co-ordinate a mix plant system (Flour Milling) Co-ordinate s bulk storage system (Flour Milling)	Manage flour-based production systems

Notes:

* Front Line Management Units registered by the Business Services Industry Training Advisory Board

** These units are available from the NTIS or a complete set can be accessed from the Business Services ITAB or from Australian Training Products.

3.3 What is the connection between old and new competency standards?

The following tables 'map' the new core, optional and specialist units of competency against the units of competency being replaced. The standards being replaced were endorsed in January 1994

Table 3.4 Mapping of new to old competency standards – core units

CORE UNITS		
AQF	**Old standards**	**New standards**
5	Nil	Manage personal work priorities and professional development Provide leadership in the workplace Establish and mange effective workplace relationships Participate in, lead and facilitate teams Manage operations to achieve planned outcomes Manage workplace information Manage quality customer service Design workplace systems Contribute to the development of a workplace learning environment
4	Supervise the performance of employees Advanced workplace communication skills to prepare instructions and reports	Manage personal work priorities and professional development Establish and mange effective workplace relationships Manage operations to achieve planned outcomes Manage workplace information Manage quality customer service Maintain workplace systems Contribute to the development of a workplace learning environment

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Table 3.5 Mapping of new to old competency standards – optional units

OPTIONAL UNITS		
AQF	**Old standards**	**New standards**
5	Nil	Implement and monitor continuous improvement systems and processes Facilitate and capitalise on change and innovation Manage service agreements and contracts Contribute to the development of the food enterprise Manage financial planning and performance to achieve business plans Design and establish the assessment system BSZ503A Manage the training and assessment system BSZ504A Evaluate the training and assessment system BSZ505A Develop assessment tools BSZ507A
4	Nil	Implement and monitor continuous improvement systems and processes Facilitate and capitalise on change and innovation Provide leadership in the workplace* Participate in, lead and facilitate teams Participate in a HAACP team Plan Assessment BSZ401A Conduct Assessment BSZ402A Review Assessment BSZ403A Plan and promote a training program BSZ405A Deliver Training Sessions BSZ407A Review Training BSZ408A
	Oversee the utilisation of cleaning chemicals	Nil
	Oversee routine maintenance of production equipment	Plan and co-ordinate a routine preventative maintenance program

Table 3.6 Mapping of new to old competency standards – specialist units

SPECIALIST UNITS – FLOUR MILLING		
AQF	**Old standards**	**New standards**
5	Design and reflow production sequences Oversee the production operations Oversee the operation of an advanced flour milling system Oversee the pre-mix operation Oversee the maintenance program	Manage flour-based production systems
	Oversee chemical acquisition	Nil
4	Oversee the operation of a basic flour milling system	Co-ordinate a flour milling production system
	Nil	Co-ordinate a mix plant system (Flour Milling) Co-ordinate s bulk storage system (Flour Milling)

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SECTION 4

Units of Competency

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4.1 AQF level 4

Unit Title	Code
Core	
Manage workplace information	FDF CORWP4 A
Contribute to the development of a workplace learning environment	BSX FMI411 A
Maintain workplace systems	FDF CORWS4 A
Establish and mange effective workplace relationships	BSX FMI403 A
Manage operations to achieve planned outcomes	BSX FMI405 A
Manage personal work priorities and professional development	BSX FMI401 A
Manage quality customer service	BSX FMI407 A
Optional	
Plan Assessment	BSZ401 A
Conduct Assessment	BSZ402 A
Review Assessment	BSZ403 A
Plan and promote a training program	BSZ405 A
Deliver training sessions	BSZ407 A
Review training	BSZ408 A
Facilitate and capitalise on change and innovation	BSX FMI410 A
Implement and monitor continuous improvement systems and processes	BSX FMI409 A
Participate in a HACCP team	FDF OPTFS3 A
Plan and co-ordinate routine preventative maintenance program	FDF ZZPM4 A
Provide leadership in the workplace	BSX FMI402 A
Participate in, lead and facilitate work teams	BSX FMI404 A
Specialist	
Flour Millings	
Co-ordinate a flour milling production system	FDF FMFP4 A
Co-ordinate a mix plant system (Flour Milling)	FDF FMPM4 A
Co-ordinate a bulk storage system (Flour Milling)	FDF FMSS4 A

Table 4.1 Key competencies performance level at AQF level 4

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	3	3	3	2	3	2

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4.2 AQF level 5

Unit Title	Code
Core	
Contribute to the development of a workplace learning environment	BSX FMI511 A
Design workplace systems	FDF CORWS5 A
Establish and mange effective workplace relationships	BSX FMI503 A
Manage operations to achieve planned outcomes	BSX FMI505 A
Manage personal work priorities and professional development	BSX FMI501 A
Manage quality customer service	BSX FMI507 A
Manage workplace information	BSX FMI506 A
Participate in, lead and facilitate work teams	BSX FMI504 A
Provide leadership in the workplace	BSX FMI502 A
Optional	
Contribute to the development of the food enterprise	FDF OPTDE5 A
Design and establish the assessment system	BSZ503 A
Manage the training and assessment system	BSZ504 A
Evaluate the training and assessment system	BSZ505 A
Develop assessment tools	BSZ507 A
Facilitate and capitalise on change and innovation	BSX FMI510 A
Implement and monitor continuous improvement systems and processes	BSX FMI509 A
Manage financial planning and performance to achieve business plans	FDF OPTFP5 A
Manage service agreements and contracts	FDF OPTAC5 A
Specialist	
Flour Milling	
Manage flour-based production systems	FDF FMFP5 A

Table 4.2 Key competencies performance levels at AQF level 5

Collect, analyse & organise information	Communicate ideas & information	Plan & organise activities	Work with others & in teams	Use mathematical ideas & techniques	Solve problems	Use technology
3	3	3	3	3	3	3

Appendices

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APPENDIX 1: Steering Committee Membership

Chair:

Mr. Bernard Reed	National Union of Workers

Deputy Chair:

Mr. Gordon Buxton	The Australian Soft Drink Association

Employer Directors:

Mr. Gordon Buxton	The Australian Soft Drink Association
Mr. Richie Condie	Fruit and Vegetable Industry
Mr. Geoff Farey	George Weston Foods Limited
Mr. Ian Hollindale	Australian Dairy Industry Council
Ms. Fiona Woodard	Australian Pharmaceutical Manufactures Association Inc.

Union Directors:

Mr. Graham Beard	Australian Workers Union
Mr. Tom Hannan	Australasian Meat Industry Employees Union
Mr. Max Ogden	Australian Council of Trade Unions
Mr. Bernard Reed	National Union of Workers
Mr. Noel Treharne	Australian Manufacturing Workers' Union
Mr. Peter Tullgren	Australian Liquor, Hospitality and Miscellaneous Workers Union

State Representatives:

Mr. Steve Ingham	Golden Circle
Mr. Stan Hardie	Australian Liquor Hospitality and Miscellaneous Workers Union

DEETYA:

Ms. Megan Smith	Department of Employment, Education and Training

State Training Authority Representative:

Ms. Jan Febey	Tasmanian State Training Authority - DVET

ANTA Representative:

Mr. Mike Quade	Australian National Training Authority – Brisbane.

APPENDIX B: Expert panel

FLOUR MILLING

M. Barrow, Goodman Fielder Mills Ltd
C. Bull, Weston Milling
A. De Vries, Weston Milling
A. Lee, Flour Millers' Council of Australia
S. McCarthy, McCarthy & Associates
A. Mackay, Bunge Defiance Milling Company Ltd
B. Reed, National Union of Workers
I. Roberts, Bunge Defiance Milling Company Ltd
K. Rowe, Bunge Defiance Milling Company

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